MECHANICS OF WRITING IN ENGLISH

COMPILED BY
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To The Student

Since almost everything you do involves the use of language, schools make the study of English a required subject in every year, and in any English class. Therefore, a reference book is an essential tool.

This reference book is designed to help you master the mechanics of writing. The book will help you write better. It reviews the rules that should lead you to a better writing. As your experience increases, your ideas become more sophisticated and consequently more difficult to express. Additional skills are needed.

This reference book provides instruction in how you polish your skills writing.

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Chapter One
Capitalization

CHAPTER *ONE*

Capitalization

STANDARD USES OF CAPITAL LETTERS

Capital letters serve as an important signal to the reader. They indicate the beginnings of sentences, and they distinguish names and titles. Confusion can easily result if capital letters are not used according to the conventions of standard English.

DIAGNOSTIC TEST

Identifying Standard Uses of Capital Letters.

Number your paper 1-20. In each of the following pairs of items, either item a or item b is correctly capitalized according to standard usage. After the proper number, write the letter of the version containing the standard usage.

EXAMPLE 1. a. a Movie starring Lena Home
b. a movie starring Lena Home
1. b

1. a. Resolved: That the dress code should be reinstated,
   b. Resolved: that the dress code should be reinstated.
2. a. a nation in the middle east
   b. a nation in the Middle East
3. a. took courses in English, Spanish, and chemistry
   b. it look-courses in English, Spanish, and Chemistry
4. a. the crew of the Space Shuttle *Columbia*
   b. the crew of the space shuttle *Columbia*

5. a. *at the intersection of Seventh avenue and Market street*
   b. at the intersection of Seventh Avenue and Market Street
6. a. *a letter of inquiry addressed to American airlines*
   b.a letter of inquiry addressed to American Airlines
7. *a. a trip to Yosemite National Park*
   b. *a trip to Yosemite* ***national park***
8. a. *chief justice Rehnquist*
   b.Chief Justice Rehnquist
9. *a. fought the Battle of Saratoga during the Revolutionary war*
   b.fought the Battle of Saratoga during the Revolutionary War
10. a. enjoyed Hemingway's *the Sun also Rises*
    b. enjoyed Hemingway's *The Sun Also Rises*
11. a. made copies on the xerox machine
    b. made copies on the Xerox machine
12. a. a biography of the American novelist Edith Wharton
    b. a biography of the american novelist Edith Wharton
13. a. a visit to the West Coast of Oregon
    b. a visit to the west coast of Oregon
14. a. a birthday gift from Aunt Madge
    b. a birthday gift from aunt Madge
15. a. freedom to worship god according to personal beliefs
    b. freedom to worship God according to personal beliefs

16. a. Prime Minister Margaret Thatcher of England
    b. prime Minister Margaret Thatcher of England
17. a. a course in World History at Roosevelt high school
    b. a course in world history at Roosevelt High School
18. a. celebrating the fourth of July
    b. celebrating the Fourth of July
19. a. a delicious Chinese dinner at Wong's Restaurant
    b. a delicious Chinese dinner at Wong's Restaurant
20. a. birds migrating across the strait of Gibraltar
    b. birds migrating across the Strait of Gibraltar

In the use of capital letters, as in all matters pertaining to language usage, variations are common. In standard usage, for instance, the names of the seasons are not capitalized, but some newspapers do capitalize them. Newspapers may also adopt what they call the "down style" of capitalization, in which words like *avenue, university,* and *library* are not capitalized as they are in standard usage when used with a particular name.

STANDARD USAGE	"DOWN STYLE"
Fifth Avenue	Fifth avenue
Brandeis University	Brandeis university
Detroit Library	Detroit library

The usage described in this book is standard ("up style") usage, which is generally followed in books and magazines.

a. Capitalize the first word in a sentence.

Use a capital letter at the beginning of a sentence, and make sure that you can recognize the end of one sentence and the beginning of the next.

(1) Capitalize the first word of a formal statement following a colon.

EXAMPLE

The committee included the following statement: In light of these statistics, we recommend that four-way stop signs be installed.

(2) Capitalize the first word of a resolution following the word *Resolved.*

EXAMPLE

Resolved: That government support of the arts be increased.

(3) Capitalize the first word of a direct quotation.

EXAMPLE

Ms. Simpson said, "Your sister is a born leader."

Do not capitalize the first word of a quoted sentence fragment.

EXAMPLE

I agree with Ms. Simpson's comment that my sister is a "born leader"

(4) **Capitalize the first word of a statement or question inserted in a sentence without quotation marks.**

EXAMPLE

My question is, Will this action solve the problem?

NOTE: Traditionally, poets capitalize the first word in a line of poetry. This use of capitals, although by no means as common today as it once was, is still often found

WRITING APPLICATION A:

Using Capitalization Correctly to Your Writing "Clear

By now, you have probably begun to analyze and evaluate statements you encounter in the news media. Whether you agree or disagree with a statement, if you respond to it in writing you should be sure to use capitalization correctly to make your meaning clear. Notice in the following excerpt from a letter to the editor that the writer correctly capitalized the first word in her sentence as well as the first word of the statement she was responding to. These capital letters make clear which words are hers and which are those of the other letter writer.

EXAMPLE

A recent letter to the editor contained the following statement: The newspaper does not have the right to print subversive material under somebody's byline.

The writer of this letter went on to explain why she disagreed with the statement, arguing her case by citing facts as evidence.

Writing Assignment

Find a statement with which you strongly agree or disagree in an editorial or a letter to the editor. Write a letter to the editor responding to the statement, using capitalization correctly and arguing your case by citing facts.

b. Capitalize the pronoun I and the interjection O.

You will probably have little use for the interjection *O*, which is used only in such rare expressions as "O happy day, come soon!" The common interjection *oh* ("Oh, what a beautiful morning!") is capitalized only when it appears at the beginning of a sentence. *Oh* is usually followed by a mark of punctuation, but *O* is rarely followed by punctuation.

EXAMPLES

Rejoice in the Lord, O ye righteous!

He was doing, oh, about 35 miles an hour.

b. Capitalize proper nouns and proper adjectives.

A proper noun is the name of a particular person, place, or thing. A common noun names a kind or type. Words that name a kind or a type *(poodle, sloop, sonnet)* are not capitalized. Names given to individuals within the type are proper nouns and are capitalized (**F**ifi, **W**anderer, "**S**onnet on **C**hillon").

PROPER NOUNS	COMMON NOUNS
Denise Tseng	woman
Mexico	country
Suwannee River	river

A proper adjective is an adjective formed from a proper noun.

PROPER NOUNS	PROPER ADJECTIVES
France	French
Asia	Asian

Study the following classifications of proper nouns.

(1) Capitalize the names of persons.

Before writing names beginning with *Me* or *Mac* (meaning "son of"), find out whether or not the person spells the name with two capitals. Custom varies: McDuff, MacNeill, Macdonald, Mackenzie, etc. Names beginning with *O'* (meaning "of the family of") usually contain two capitals: O'Casey, O'Conner. Also ask about surnames of other origins than Scots or Irish: Lafitte, LaFarge, La Guardia, Las Casas, de la Renta, De La Rey, de Kooning, De Kruif, von Goethe, etc.

The abbreviations *Sr.* and *Jr.* following a name are capitalized: John D. Rockefeller, Sr.; Martin Luther King, Jr.

(2) Capitalize geographical names.

Cities, townships, counties, states, countries, continents New York City, Concord Township, Dade County, New Mexico, United States of America, North America

Islands, peninsulas, beaches Coney Island, Keweenaw Peninsula, Turtle Beach

Bodies of water Silver Lake, Lake Michigan, Delaware River, Pacific Ocean, Dead Sea, Willow Pond, Biscayne Bay, Straits of Florida

***Mountains* Appalachian Mountains, Mount St. Helens**

Streets Park Avenue, Gulf Boulevard, Lincoln Parkway, Coast Highway, Interstate 80, Thirty-fourth Street [In a hyphenated street number, the second word begins with a small letter.]

Parks, forests, canyons, dams Central Park, Redwood National Park, Palo Duro Canyon, Grand Coulee Dam

Recognized sections of the country or the world
the South, the Northwest, the Far East

> ☞ NOTE: Do not capitalize *east, west, north,* and *south* when they indicate direction. Do capitalize them when they refer to recognized sections of the country.

EXAMPLES

At the corner, turn west, and you will see the museum on the south side of the street.

Is the Midwest the "heart" of the country?

The modern tendency is to write nouns and adjectives derived from *East, West, North,* and *South* without capital letters (a *southerner, southern* hospitality, *midwestern* customs), but the capitalization of such words is also correct.

Adjectives specifying direction are not capitalized unless they are part of the name of a country: northern Utah, western United States, but East Germany, Western Samoa.

☞ NOTE: Some nouns and adjectives derived from proper names are no longer capitalized: mackintosh, macadam, morocco leather, china dishes. Most such words may be written with or without capital letters, however: roman (Roman) numerals, plaster of paris (Paris), venetian (Venetian) blinds, turkish (Turkish) towel, gothic (Gothic) style, etc. When you are in doubt about the capitalization of words of this kind, refer to your dictionary.

EXERCISE 1. Identifying Standard Uses of Capitalization.

Number your paper 1-20. After the proper number, write the letter of the standard form *(a* or *b)*. In two of the items, both forms are correct; write both *a* and *b*.

1. a. the Nile river b. the Nile River
2. a. She said, "Tell me, too. b. She said, "tell me, too."
3. a. Bering strait b. Bering Strait
4. a. We heard him say he was "pleased to be here." b. We heard him say he was "Pleased to be here."
5. a. the Brooklyn Bridge b. the Brooklyn bridge
6. a. an Irish setter b.an Irish Setter

7. a. a westerner b.a Westerner
8. a. New Jersey Turnpike highways b. New Jersey Turnpike
9. a. east of the river b. East of the river
10. a. the Iberian peninsula b. the Iberian Peninsula
11. a. Fifty-Second Street b.Fifty-second Street
12. a. Hoover Dam b.Hoover dam
13. a. Charles Adams, Jr. b. Charles Adams, jr.
14. a. people of the Far East b. people of the far east
15. a. Swedish immigrants b. Swedish Immigrants
16. a. an American Citizen b. an American citizen
17. a. Los Angeles County b. Los Angeles County
18. a. Eastern seaports Highways b. eastern seaports
19. a. Georgia O'keeffe b. Georgia O'Keeffe
20. a. Sixty-sixth street b. Sixty-sixth Street

EXERCISE 2. **Using Standard Capitalization.**

Write the following names, terms, and phrases, using capital letters wherever they are required in standard usage.

1. cook county
2. an african village
3. four miles south
4. ranching in the south
5. forty-ninth street
6. Olympic national park
7. a city like new Orleans
8. a popular Spanish singer
9. an arabian stallion
10. james o'toole, jr.

(3) Capitalize names of organizations, business firms, institutions, and government bodies.

Organizations: Spanish Club, League of Women Voters, Humane Society

Business firms: Delta Airlines, Procter and Gamble Company, Control Data Corporation, International Business Machines, Grand Hotel, Fox Theater

Institutions: Loyola University, First Baptist Church, Biology Department

Government bodies: Congress, House of Representatives, Federal Aviation Administration, Department of Commerce, Internal Revenue Service

EXAMPLES

> ☞ Note: The names of government bodies are capitalized when they are exact names. Do not capitalize such general names as the following: *the state legislature, the latest department meeting, commission agenda.*

EXAMPLES

Chelsea Hotel	a hotel in New York
Webster High School	a nearby high school
United States Postal Service	the local post Office

> ☞ NOTE: Do not capitalize words such as *hotel, theater, church, high school, college,* and *university* unless they are part of a proper name.

(4) Capitalize the names of historical events and periods, special events, and calendar items.

> NOTE: The names of the seasons are not capitalized unless the seasons are personified.

Historical events: American Revolution, Renaissance, Civil War, Vietnam War

Special events: Special Olympics, Conference on World Hunger, Kentucky Derby, Senior Prom

Calendar items: Monday, June, Halloween, Professional Secretaries' Week

EXAMPLES an early winter
Summer's royal progress

(5) Capitalize the names of nationalities, races, and religions.

EXAMPLES

Caucasian, Semitic, Roman Catholic, Baptist, Congregationalist, Korean, Romanian, Afro-American

(6) Capitalize the brand names of business products.

EXAMPLES

Mazola, Xerox, Polaroid, Atari

> ☞ NOTE: A common noun that often follows a brand name is not capitalized except in advertising displays.

EXAMPLES

Phillips screwdriver, Campbells soup. Waring blender

(7) Capitalize the names of ships, planes, monuments, awards, and any other particular places, things, or events.

EXAMPLES

the *Merrimac* (ship), Vietnam Memorial, Nobel Prize, Academy Award, Statue of Liberty

> ☞ Note: DO not capitalize the names of school subjects, except for the names of languages and for course names followed by a number.

EXAMPLES

English, Latin, Italian, math, art, chemistry, Chemistry II, Art 102

☞ NOTE: Rooms and some other nouns identified by a numeral or letter are capitalized.

☞ NOTE: Names of school classes may or may not be capitalized, but the modern tendency is to capitalize them; however, the words *senior, junior, sophomore, freshman* are not capitalized when used to refer to a student.

EXAMPLES

Room 31, Parlor B, School District 18, Chapter 4
The senior agreed to speak before the Sophomore Class, [or sophomore class]

EXERCISE 3. Using Standard Capitalization.

Number your paper 1-20. Rewrite each item using correct capitalization. Write *C* after the number of a correct item.

1. itawamba junior college
2. a hotel across town
3. central high school
4. She is a junior.
5. the swiss people
6. a royal typewriter
7. winter blizzard
8. the barclay hotel
9. trigonometry
10. physics I
11. labor day
12. history department
13. apple computer
14. two high-school seniors
15. bureau of the census
16. *zephyr* (train)
17. the crusades
18. the world series
19. newport athletic club
20. an italian restaurant

EXERCISE **4. Using Standard Capitalization.**

List the words that should be capitalized in each sentence. When the words make up a phrase, write them as a phrase: *Sunshine Skyway, National Gallery of Art.* Indicate the number of the sentence in which each word or word group appears.

EXAMPLE 1.

When my family lived in mexico city, we often had picnics in chapultepec park.

1. Mexico City *Chapultepec Park*

1. One of our science teachers, ms. Stephens, took her biology II classes to winslow marsh to study snails and collect water samples for testing in the high-school laboratory.
2. The massachusetts institute of technology campus in cambridge extends for more than a mile along the charles river.
3. Iowa department of education planners agreed with franklin county leaders that the new community college should be built in an urban location to make it accessible to many residents.
4. The explorers' club from my high school in bond, kansas, visited the jones fire science training center, where they watched a demonstration of rappelling, the skill of descending a sheer wall with the aid of a double rope.
5. In 1754 Columbia college, then called king's college, stood next to trinity college, near the corner of broadway and wall street.

6. Mr. samuel reynolds, jr., my history teacher, captivated his audience of high school seniors as he vividly described the battle of britain during world war II.
7. Just west of fernandina beach, highway ala crosses the amelia river and then curves by the entrance to fort clinch state park.
8. The denson hotel and the star theater, at the corner of river avenue and twenty-first street, are being renovated as part of the city's efforts to improve the area tourists first see when they enter the city.
9. Kathleen o'brien, who still has her native irish accent, read some of william butler yeats's poems to our english class on Wednesday. '
10. Sara turner, owner of turner's nutrition now, a chain of health food stores known for the development of ultravita yogurt, endowed memorial hospital's new wing, which was built this spring on the block between the hospital and finley mall.

(1) Capitalize the title of a person when it comes before a name.

EXAMPLES Superintendent Davis, Dean Williams, President Robinson, Prime Minister Shamir

(2) Capitalize a title used alone or following a person's name only if it refers to a high government official or someone else to whom you want to show special respect.

EXAMPLES Dr. Glenda Davis, superintendent of schools; Ms. Williams, dean of women; Marie Robinson, class president; *but* Neil Goldschmidt, Governor of Oregon; Thurgood Marshall, Justice of the Supreme Court [titles of high government officials]

the Senator, *but* the work of a senator; the General's orders, *but* the insignia of a general; the Chief Justice, the Secretary of State, the Prince of Wales.

> ☞ NOTE: When used to refer to the head of a nation, the *word president* is usually capitalized. Two capitals are required in *vice-president* when it refers to the vice-president of a nation. The words *ex-* and *-elect* used with a title are not capitalized: ex-President, Governor-elect.

> ☞ NOTE: When a title is used in place of a person's name, it is usually capitalized.

EXAMPLES Goodbye, Professor.

Yes, Senator, please ask about it.

(3) **Capitalize a word showing family relationship when the word is used with a person's name but *not* when it is preceded by a possessive (unless the possessive is part of the name).**

EXAMPLES

Uncle Juan, Cousin Nora, my cousin Nora, your mother, *but* my Aunt Sandy (when "Aunt Sandy" is considered her name)

☞ NOTE: Words of family relationship are usually, but not always, capitalized when used in place of a person's name.

EXAMPLE

I think someone told **G**randma.

(4) **Capitalize the first word and all important words in titles of books, periodicals, poems, stories, articles, documents, movies, paintings, and other works of art, etc. [The important words are the first word and all other words except articles *(a, an, the),* coordinating conjunctions, and prepositions of fewer than five letters.]**

EXAMPLES

Great Expectations, Fortune, "The Force That Through the Green Fuse Drives the Flower." Bill of Rights, *Bird in Space* [sculpture]

☞ NOTE: The words *a, an, the* written before a title are capitalized only when they are part of the title. Before the names of magazines and newspapers, they are not capitalized.

EXAMPLES

The Count of Monte Cristo, A Farewell to Arms The and *A* are parts of the titles.]
Have you read the *Collected Stories* by Jean Stafford? *[The* is not part of the title.] the *Science Digest,* the *St. Louis Dispatch*

(5) Capitalize words referring to the Deity.

EXAMPLES

God, the Almighty, Lord

Pronouns referring to God *(he, him,* and rarely, *who, whom)* are often capitalized.

EXAMPLE

Grace asked God to bring peace to **H**is earth.

The word *god* when used to refer to the gods of ancient mythology is not capitalized.

EXAMPLE

Cassandra could foretell the future but was condemned by the god Apollo never to be believed.

EXERCISE 5. **Using Standard Capitalization.**

Number your paper 1-20. After the proper number, rewrite each item using standard capitalization. Write *C* after the number of a correct item.

1. captain Ahab
2. *guernica* [painting]
3. Ms. Solomon, the center director
4. the club president
5. aunt Betty
6. senator Dole
7. mayor Fulton of Nashville
8. *down and out in Paris and london* [book title]

9. the speaker of the House of Representatives
10. Rabbi Klein, a military chaplain
11. ex-president Carter
12. the leader of a brass band
13. a sergeant in an army
14. the lord in his wisdom
15. the magna carta
16. your aunt
17. the *Los Angeles times*
18. duties of a legislator
19. Mildred Zaharias, former national golf champion
20. "the world is too much with us" [poem]

WRITING APPLICATION B:

Using Capitalization Correctly to Make Your Writing Clear

By using capitalization correctly, you enable your reader to understand your meaning. Compare the following examples:

EXAMPLES I concocted my formula for white peanut butter while I was living in west Virginia.

I concocted my formula for White peanut butter while I was living in West Virginia.

In the first example, the reader would naturally think that the writer had developed peanut butter that is white while living in the west part of the state of Virginia. The second

example makes it clear that the writer is using a brand name and referring to a different state.

Writing Assignment

After an absence of ten years, you have returned to town to attend the tenth reunion of your graduating class. The organizers of the reunion have asked everyone in the class to write a personal sketch for inclusion in a booklet to be distributed at the banquet. Write the sketch, using capitalization correctly; tell where you have been during the last ten years and what you have done.

REVIEW EXERCISE, Using Standard Capitalization. This exercise covers all of the capitalization rules in the chapter. List in order the words that should be capitalized in each sentence.

1. The civitan club of midland township meets once a month in the restaurant next to the plaza theater.
2. As I started to laugh, aunt Dora and uncle John simultaneously asked, "you did what?"
3. In their english classes this term, the juniors have read *opioneers!,* a novel by willa cather about Swedish immigrants in nebraska.
4. A report from the secretary of labor included this statement: most of the new jobs in the next decade will be in service fields.
5. According to professor De La Rey, Tennyson's *idylls of the king* was published in 1859, the same year that saw the publication of Darwin's *origin of*

species, FitzGerald's translation of omar khayyam's *rubaiyat,* and Dickens' *a tale of two cities.*

6. In "canto I" the poet Ezra Pound describes an ominous sea voyage to the same mythical land of the dead visited by the hero Odysseus in the *Odyssey,* an epic by the greek poet Homer.
7. The president joined the secretary of state at Dulles international airport for their trip to south america for a conference.
8. Speaking to a reporter from the *County Clarion,* coach Sheila Kim explained the drafting of a team resolution, which read, in part, "Resolved: that we will win all of our games next year."
9. After high school, my cousin Joe completed additional courses at Thompson vocational center and took a job with the Boone electronics company, which makes the electro whiz circuit board.
10. When one student at Sunrise preschool woefully remarked that he was "tired of resting," the other children quickly agreed.
11. My grandparents lived for many years in the middle west, but when they retired they moved to southern California, finally settling in mecca, a town between palm springs and the salton sea.
12. In ancient egypt the people worshiped many gods equally until the sun god Ra became the principal deity.
13. The Raffles hotel in Singapore, a base for many explorers' adventures in the far east, is named after

sir Thomas Raffles, who founded the island country as a british colony in 1819.

14. Dr. Bruce Jackson, jr., principal of the high school, formerly taught mathematics I classes and an introductory class in computer science offered to freshmen and sophomores.
15. From the St. Croix island national monument in Maine to the Huleia wildlife refuge in Hawaii, public lands managed by the federal government, including the military, equal a third of the nation's total acreage.
16. Susan o'Rourke. president of the jogging club, has an exercise route that takes her three times a week through Myers park, down Carriage street, and then back west to Dean avenue.
17. The vice-president of the United States automatically takes over if the president dies in office. ~ - :. ,,,
18. Shea stadium, near the site of the New York world's fair, is the home of the mets, the national league baseball team in New York.
19. My aunt, who spent some years in the south when she was younger, likes spicy Texas chili.
20. The will of the Swedish industrialist and inventor of dynamite, Alfred Nobel, established the Nobel prize to honor those who have benefited the world in the areas of literature, medicine, physics, chemistry, and peace; a prize in economics was added in 1969.

CHAPTER REVIEW: POSTTEST
Identifying Standard Uses of Capital Letters.

Number your paper 1-20. Many of the following sentences contain errors in standard capitalization. If a sentence contains an error, write the corrected word, term, or phrase after the proper number. If the sentence is correct as written, write *C* after the proper number.

EXAMPLE

1. Manolo Cruz will be attending Stanford university in the Fall.
   1. *University fall*

1. I am studying russian, English, and Art this Semester.
2. Go north for two Streets and then turn east on Central Avenue.
3. The Mountain Ranges in the Western states offer a variety of hiking and hunting experiences for those who love the outdoors.
4. For most Americans, Thanksgiving day is one for family gatherings.
5. Last summer I enjoyed reading *To Kill A Mockingbird* by Harper Lee, a southern writer.
6. HOMES is an acronym for the great lakes: Huron, Ontario, Michigan, Erie, and Superior.
7. Salt Lake City, Utah, is the headquarters of the Church of Jesus Christ of Latter-Day Saints, commonly called the mormon church.
8. Despite their political differences, my mother, a Democrat, and my father, a Republican, work together to increase voter registration.

9. Born in Mississippi, William Faulkner won the Nobel prize in 1949.
10. In the History of the United States, only one person, Gerald R. Ford, has held the nation's highest office without being elected either president or Vice-President.
11. Among the items on display at the Smithsonian institution in Washington, D.C., is the armchair used by Archie Bunker in the comedy series *All in the Family.*
12. The senior class will hold its Prom on Friday, May 14.
13. George Strum, Mayor for two terms, has announced that he will be a candidate again next November.
14. The first American woman in space, Sally Ride, was a member of the crew aboard the space shuttle *challenger* launched from cape Canaveral, Florida, on June 18, 1983.
15. Aldous Huxley's novel *Brave new World,* published in the 1930's, foreshadowed many of the moral dilemmas that would accompany the development of Genetic Engineering in the 1970's and 1980's.
16. My sister Eartha attends Boston University, and my brother Bayard attends the university of Notre Dame.
17. Henry David Thoreau, the New England writer, immortalized a small Massachusetts Pond in *Walden,* an autobiographical account of his two years alone at Walden Pond.
18. Because Mike's letter was addressed to 730 Lexington Place instead of to 730 Lexington Court, it was delayed for six days.

19. America's political and economic interests are closely tied to those of its northern neighbor, Canada, and to those of its southern neighbors, the central American countries.
20. When she came to Washington High School earlier this year, Ms. Morales, our new Principal, quickly earned a reputation as a good Administrator and a caring person.

SUMMARY STYLE SHEET

Kansas **C**ity	*a* **c**ity in Kansas
Frederick Douglass **N**ational **P**ark	our **n**ational **p**arks
Thirty-first **S**treet	across the **s**treet
Shell **L**ake	a shallow **l**ake
North America	**n**orthern Wisconsin
the Toastmasters' **C**lub	a public-speaking **c**lub
Boeing **C**ompany	an aircraft **c**ompany
Lakeland **H**igh **S**chool	a new **h**igh **s**chool
Black Hawk **C**ollege	a successful **r**evolution
the American **R**evolution	a New York City **b**uilding
the Chrysler **B**uilding	the **f**ifth of July
the **F**ourth of July	a **p**rom given by seniors
the **S**enior **P**rom	**j**unior **c**lasses
the **J**unior **C**lass	social studies, art, biology

English, **F**rench, **L**atin

History II

Fall's coat of many colors

Dean Marsh

the **P**resident (U.S.)

Mayor Smith

May **G**od go with you.

the **S**outh

Tell **M**other (or mother).

Uncle Joe

Prell shampoo

a **M**ethodist, an **A**rab

*The **P**ickwick **P**apers*

the *Saturday **E**vening **P**ost*

a course in world **h**istory

spring, **s**ummer, **w**inter, **f**all

Mrs. Marsh, the **d**ean

the **p**resident of our club

a **m**ayor's duties

tribal **g**ods of the Cherokees

a mile south (**n**orth, **e**ast, **w**est)

Tell my **m**other.

my **u**ncle

CHAPTER TWO
Punctuation

CHAPTER TWO

Punctuation

END MARKS AND COMMAS

Punctuation helps make the meaning of a sentence clear to the reader. Some marks of punctuation indicate in writing the pauses and stops that the *voice* makes in speaking. They indicate not only where a pause should come but also how long the pause should be—the comma standing for a slight hesitation, the period for a longer one. Other *vocal* inflections are conveyed by the question mark and the exclamation point.

DIAGNOSTIC TEST

Correcting Sentences by Adding or Deleting End Marks and Commas.

Number your paper 1-20. After the proper number, write all words that are followed by incorrect punctuation, and add or delete end marks and commas in accordance with the standards of written English. If a sentence is correct as written, write C.

EXAMPLES 1. We went to the mall, to the movies, and to our favorite restaurant, this afternoon.

1. restaurant

2. Well I think it's a good idea.

2. Well,

1. Mr. Stanton will you please give me a reference?
2. The students the teachers and the administrators are looking forward to the long Memorial Day weekend.

3. Jenny Ho will be valedictorian, and Abe Gehrke will be salutatorian.
4. On the first day of the second semester of the school year Botow Okamoto drove up in a sleek red car.
5. Students who do well in academic subjects should in my opinion be commended by their school administrators.
6. When she took her first ride in a hot-air balloon, she experienced the amazing silence half a mile above the surface of the earth.
7. Lisa and Conrad arrived on time but everyone else was late.
8. No Sandy will not leave until the fifth of August.
9. Because I need exercise I ride my bicycle six miles each day.
10. Although Alan had worked very hard on his essay Mr. Burar felt it needed more revision.
11. Dolores Garcia a former Olympic swimmer is going to coach at our school next year.
12. Look at the size of the fish I caught.
13. On January 1 2000 my niece will celebrate her twenty-first birthday.
14. Mom or Dad or Uncle Paul will cook dinner tonight.
15. Tomorrow morning before school, the juniors will prepare juice, toast, and ham, and eggs for the seniors.
16. As I looked at the traffic which was backed up as far as I could see I decided to leave the highway and drive along local streets.

17. Please address all complaints to Joseph Redwing Jr Department of Consumer Affairs 4749 Cole Street Eugene OR 97401.
18. In San Francisco the summer temperatures often go no higher than sixty-eight degrees but in nearby San Jose the thermometer often climbs above eighty degrees in the summer.
19. Having suffered from headaches for ten days Mida decided to consult her family physician.
20. My grandmother a maid all her life saved her money and put both of her children through college.

This chapter and the one that follows describe the conventions for punctuating sentences according to the standards of written English and provide exercises to help you fix these uses in your mind. Punctuating exercises is at best an artificial activity, however, and you must be very careful to carry these punctuation principles over into your writing.

Do not over punctuate. Use a mark for punctuation for only two reasons: (1) because meaning demands it, or (2) because conventional usage requires it.

END MARKS

a. A statement is followed by a period.
EXAMPLE Spring break begins April 10.

b. An abbreviation is followed by a period.
EXAMPLES
Blvd. Oct. B.C. Messrs.

c. A question is followed by a question mark.

> ☞ NOTE: Abbreviations in the metric system are often written without periods.

(1) **Distinguish between a statement containing an indirect question and a sentence that asks a question directly.**

EXAMPLES

Susan wants to know when the first match starts. [a statement containing an indirect question—followed by a period]

Do you know when the first match starts? [a direct question —followed by a question mark]

(2) **Polite requests in question form (frequently used in business letters) may be followed by a period; a question mark is also correct.**

EXAMPLES

Would you please correct my account in this amount.

Would you please correct my account in this amount?

(3) **A question mark should be placed inside quotation marks when the quotation is a question. Otherwise, it should be placed outside the quotation marks.**

EXAMPLES

Harold asked, "Have you heard from Dolores?" [The quotation is a question.]

Could I say, "I just don't want to go"? [The quotation is not a question. The sentence as a whole, however, is a question.]

d. An exclamation is followed by an exclamation point.

EXAMPLES

What a wonderful idea; You're joking;
How lovely; Congratulations;

(1) **Many exclamations begin with either "What a ..." or "How ..." as in two of the preceding examples. When you begin a sentence with these words, check the end mark carefully.**

(2) **An interjection at the beginning of a sentence is usually followed by a comma.**

CUSTOMARY Ah, there you are!
RARE Ah! There you are!

(3) **An exclamation point should be placed inside quotation marks when the quotation is an exclamation. Otherwise, it should be placed outside the quotation marks.**

EXAMPLES "What a good movie!" exclaimed Mary as she left the theater. Don't say "It can't be done"!

e. **An imperative sentence may be followed by either a period or an exclamation point, depending upon the force intended.**

EXAMPLES

Please write me a letter.
Hold that line!

EXERCISE 1. Correcting a Passage by Adding End Marks.

Many periods and all exclamation points and question marks have been omitted from the following passage. Copy in a column on your paper all words that should be followed by end marks. After each word, write the end mark required. If a new sentence should begin after the end mark, write the first word of the sentence, giving it a capital letter. Before each word, write the number of the line in which it appears.

EXAMPLE

1. How glad 1 was to see him alas, he seemed not so glad, but did
2. greet me with, "What a surprise" and asked, "How are you"
3. it had been a long time . . .

1. him! Alas
2. *surprise! you?" It*

1. Lynn Block, Ph. D, Director of Research for the Hubert F
2 Langstoh Soap Company, looked at her calendar. "Oh, no"
3 she groaned. Today she must conduct interviews to hire a new secretary

4 "How nerve-racking it is when an applicant is unprepared"

5 Nonetheless, she was ready for the 9:00 A.M. interview when 9:00

6 came, however, the applicant had not arrived.

7 At 9:35 A.M., the receptionist ushered in the late arrival. "Oh,

8 dear" thought Dr Block as she surveyed the young man's torn

9 jeans, unironed T-shirt, and shaggy hair. To questions about his

10 qualifications, the young man answered only yes or no, and he did

11 not apologize for his lateness when asked about it, he mumbled

12 something about oversleeping. "Gee," Dr. Block puzzled, "this

13 person has good experience and typing skills, but he certainly

14 doesn't seem to want the job."

15 The next applicant, Ms Smith, was early. In walked a young

16 woman wearing a professional tool belt with well-cared-for carpen-

17 try tools around her waist. She said, "I'm so sorry to disturb you I

18 must have taken a wrong turn when I got off the elevator I'm

19 interested in the maintenance position being advertised."

20 "I'll say" exclaimed Dr. Block. She directed the woman to the

21 maintenance office on the Sixth St side of the building and wished

22 her luck. To herself, she mused, "Whew at this rate, I may never

23 get a secretary." By then the next interviewee had arrived—on

24 time. "Now what" wondered Dr. Block. Looking up to see a neatly

25 dressed young man, she asked, "Are *you* sure you're in the right

26 place it's been a highly unusual morning so far."

27 He replied, "Oh, yes I'm applying for the secretarial position.

28 I'm very much interested in it" Dr. Block smiled, and the interview

29 proceeded. He gave brief, helpful explanations and asked appropri-

30 ate questions about the job. About his future career plans, he said

31 "I would someday like to be an office manager I like office work

32 and believe good management is vital to a smooth operation."

33 "You're right about that" exclaimed Dr. Block. After the

34 interview ended, Dr. Block pondered her choices. She thought,

35 "Well, he doesn't have as much experience or quite as high a typing

36 rate as the first interviewee, but I know whom I'm going to hire"

THE COMMA

The comma—the most frequently used mark of punctuation—is used mainly to group words that belong together and to separate those that do not. Certain other uses have little to do with meaning but are standard ways of punctuating sentences.

Items in a Series

a. Use commas to separate items in a series,

EXAMPLES

She had been a correspondent for the wire service in London, Paris, Rome, and Madrid.

There were books on the desk, posters on the wall, and clothing on the floor.

☞ NOTE: Do not place a comma before the first item or after the last item in a series.

INCORRECT The students in the auto mechanics class learned, to replace the spark plugs, adjust the points, and change the oil, in three different makes of automobiles.

CORRECT The students in the auto mechanics class learned to replace the spark plugs, adjust the points, and change the oil in three different makes of automobiles.

It is permissible to omit the comma before the *and* joining the last two items in a series if the comma is not needed to make the meaning clear. There are some constructions in which the inclusion or omission of this comma affects the meaning of the sentence.

> Time pieces may be classified in the following categories: sundials, hourglasses, clocks, watches and chronometers, [four categories]
>
> Time pieces may be classified in the following categories: sundials, hourglasses, clocks, watches, and chronometers, [five categories]

☞ NOTE: Words customarily used in pairs are set off as one item in a series: *bag and baggage, pen and ink, hat and coat, pork and beans,* etc.

For supper they served a tossed salad, spaghetti and meatballs, garlic bread, milk, and fruit.

(1) If all items in a series are joined by *and* or *or,* do not use commas to separate them.

EXAMPLE

We can go under or over or around it.

(2) Independent clauses in a series are usually separated by a semicolon; however, short independent clauses may be separated by commas.

EXAMPLE

We talked, we walked, we laughed, and we sang.

b. Use a comma to separate two or more adjectives preceding a noun.

EXAMPLES

She is a creative, intelligent executive.

How can you watch that boring, silly, worthless program?

(1)Do not use a comma before the final adjective in a series if the adjective is thought of as part of the noun.

INCORRECT It was a crisp, clear, invigorating, fall day.

CORRECT It was a crisp, clear, invigorating fall day. *[Fall day* is considered one item. The adjectives modify *fall day,* not *day.*

CORRECT She hung small, round, delicate Chinese lanterns. *[Chinese lanterns* is thought of as one word.]

(2) **If one of the words in a series modifies another word in the series, do not separate them by a comma.**

EXAMPLE

Why did he wear a bright red cap?

Comma Between Independent Clauses

c. **Use a comma before *and, but, or, nor, for, so,* and *yet* when they join independent clauses, unless the clauses are very short.**

EXAMPLES

Monday's meeting had gone smoothly, yet I felt a controversy brewing.

I'll go this way and you go that way. [independent clauses too short to require punctuation]

When the conjunction joins two verbs, not two main clauses, a comma is not used.

EXAMPLES

Geraldo gave me some good advice and got some from me in return. [The conjunction joins the verbs *gave* and *got.*]

Geraldo gave me some good advice, and I gave him some in return. [The conjunction joins two independent clauses.]

> ☞ NOTE Many writers use the comma before these conjunctions only when necessary to keep the meaning clear.

NOT CLEAR	We didn't know whether to stay for the weather forecaster had predicted rain.
CLEAR	We didn't know whether to stay, for the weather forecaster had predicted rain.

As you can see from this example, a reader may easily be confused if the comma is omitted. This is especially true of the comma before the conjunction *for,* which should always be preceded by a comma when it means *because.*

EXERCISE 2. Correcting Sentences by Adding Commas.

Number your paper 1-10. For each sentence, write the words that should be followed by a comma, placing the comma after the word. Be prepared to explain the punctuation you use.

1. The police searched everywhere but there were no fingerprints.
2. Albert Levin ordered salad juice and macaroni and cheese.
3. States along the Continental Divide include New Mexico Colorado Wyoming Idaho and Montana.
4. I played the melody on the guitar and the electric bass provided the rhythm.
5. She is a bright charming young woman.
6. We are learning more and more about space through our new and stronger telescopes our huge radar installations and our instrument-packed space probes.
7. At the airport I lost my luggage hat and coat and briefcase.

8. They are responsible for the confusion arose because of statements they made.
9. Young children do not use capital letters consistently and their punctuation is frequently unconventional.
10. The smoke choked us the odor sickened us and the wind chilled us.

Nonessential Elements

d. Use commas to set off nonessential clauses and nonessential participial phrases,

A nonessential (nonrestrictive) clause is a subordinate clause that is not essential to the meaning of the sentence but merely adds an idea.

NONESSENTIAL Carla Harris, **who was offered scholarships to three colleges,** will go to Vassar in the fall.

The basic meaning of this sentence is *Carla Harris will go to Vassar in the fall.* The subordinate clause does not affect this basic meaning; it merely adds an idea to the sentence. It is a nonessential clause because it does not limit in any way the word it modifies—*Carla Harris.* Clauses that modify proper nouns are nearly always nonessential.

The opposite of a nonessential clause is an essential (restrictive) clause.

ESSENTIAL Carla Harris is the only senior **who won scholarships to three colleges.**

Here the subordinate clause is essential to the sentence, for without it the sentence would mean something else: *Carla Harris is the only senior.* The subordinate clause limits the meaning of *senior* to *[that] senior who won scholarships to three colleges.*

Study the following examples of essential and nonessential clauses until you understand the terms. Note the punctuation: *essential—no punctuation; nonessential—set off by commas.*

ESSENTIAL New Orleans is the city **that interests me the most.**

NONESSENTIAL Pierre, **which is the capital of South Dakota,** is on Lake Sharpe in the center of the state.

ESSENTIAL The man **who said that** is my English teacher.

NONESSENTIAL Mr. Gerz, **who is my English teacher,** said that.

Sometimes a clause may be interpreted as either

> ☞ NOTE Many writers prefer to use *that* rather than *which* to introduce an essential clause that modifies a thing; *which* is acceptable, however.

essential or nonessential. In such instances the writer must decide which interpretation to give the clause and punctuate it accordingly.

ESSENTIAL Dave took his problem to the librarian who is an authority on reference books, [interpreted as essential]

Dave took his problem to the librarian, who is an authority on reference books, [interpreted as nonessential].

Since the punctuation of the first sentence indicates that the clause is essential, the reader assumes that there is more than one librarian. Dave chose the one who is an authority on reference books. From the punctuation of the second sentence, the reader assumes that there is only one

librarian and that the librarian is an authority on reference books.

EXERCISE 3. Identifying Essential and Nonessential Clauses.

Some of the sentences in this exercise contain essential clauses; others contain nonessential clauses. Number your paper 1-10. If the italicized clause is essential, write *E* after the proper number; if it is nonessential, write *C* to indicate that you would use commas in the sentence.

1. Employees *who always have a ready smile* make the job seem easier.
2. She is wearing the shirt that she received for her birthday.
3. Her new shirt *which was a birthday gift* is in her favorite color.
4. People *who are overly nervous* may not make good drivers.
5. Adults *whose development has been studied and recorded* continue to mature, usually in predictable stages, after the age of eighteen.
6. Cities *that seem alike* bear a closer look.
7. School boards *that need to build new facilities* often ask voters to pass a bond issue.
8. The Suez Canal *which is 103 miles long* connects the Mediterranean Sea and the Red Sea.

9. That law *which may have met a real need one hundred years ago* should be repealed or rewritten to deal with today's situation.
10. The Federal Reserve System *which is the central bank of the United States* monitors money and credit growth.

A participial phrase is a group of related words containing a participle. Present participles end in *-ing;* past participles of regular verbs end in *-ed* or *-d.*

Like a nonessential clause, a nonessential participial phrase is set off by commas.

NONESSENTIAL	My baby brother, **frightened by thunder,** climbed into my lap.
ESSENTIAL	A child **frightened by thunder** often needs reassurance.
NONESSENTIAL	The scattered .band members came together suddenly, **quickly arranging themselves into the first formation.**
ESSENTIAL	I watched the scattered band members **quickly arranging themselves into the first formation.**

EXERCISE 4. **Correcting Sentences by Adding Commas.**

This exercise covers all comma rules given up to this point in the chapter. After the proper number, write all words in the sentence that should be followed by a comma. Add the comma after each word. Be prepared to explain your answers.

1. Any student who wishes to join the gymnastics team will have to excel in floor exercises on the balance beam and on the uneven parallel bars.
2. The sophomores decorated the gym the juniors provided the refreshments and the seniors took care of the tickets.
3. Anyone taking the basic photography course will learn how to shoot close-ups portraits and still lifes.
4. The judge leaving her chambers stopped to talk to some court reporters who had gathered around her.
5. We got encouragement from everyone but our parents helped us most of all.
6. Careful writers distinguish between *uninterested* which means "indifferent" and *disinterested* which means "unbiased."
7. Any student wishing to sing or act or perform on Class Day should sign up before tomorrow which is the deadline.
8. Governor Quigley whose speeches are filled with cliches appeared on television last night asking people to "tighten their belts bite the bullet pull their own weight and give till it hurts."
9. A mongrel which had followed me halfway home suddenly trotted up to me and staring at me soulfully started to lick my hand.
10. A story that appeared in yesterday's newspaper was about the Toronto Maple Leafs which is my favorite hockey team.

Introductory Elements

Use a comma after certain introductory elements.

(1) Use a comma after words such as *well, yes, no,* and *why* when they begin a sentence.

EXAMPLES

Well, what do you think?
Yes, you are welcome to join us.
Why, the whole story sounds suspicious!

(2) Use a comma after an introductory participial phrase.

EXAMPLES

Giggling like a child, he wrapped the last present.

> ☞NOTE Do not confuse a gerund ending in *-ing* and used as the subject of the sentence with an introductory participial phrase.

EXAMPLES

Cleaning and painting my room was hard but fun. [gerunds used as compound subject-not followed by a comma]

Cleaning and painting my room, I ran across a favorite ring of mine, [introductory participial phrase—followed by a comma]

(3) Use a comma after a succession of introductory prepositional phrases.

EXAMPLE

At the end of the block next to the old railroad station in Mill Heights, my grandparents own a small house.

> ☞ NOTE A single introductory prepositional phrase need not be followed by a comma unless it is parenthetical *(by the way, on the contrary,* etc.) or the comma is necessary to prevent confusion.

EXAMPLE

By the way, I heard from Grace Lee yesterday.
With athletes, injuries can end careers.
In the evening I like to visit friends.

(4) Use a comma after an introductory adverb clause.

EXAMPLE

While Sal put on his tuxedo, the flute player checked the sheet music.
As **soon as we left the house,** we heard the phone ring.

EXERCISE 5,

Correcting Sentences by Adding Commas.

This exercise covers all comma rules to this point in the chapter. Number your paper 1-10. Write the words in each sentence that should be followed by a comma, placing a comma after each word.

1. One draft is not enough for most writers can improve their work by revising it.
2. When they finished playing the drums were moved offstage to make room for the dancers.
3. By the end of the second day of school all students seemed to have found their correct classrooms teachers and lockers.
4. Oh if it's all right with you I'll ask Gloria and Agnes or Leo.
5. In the second half of the third period Johnson evaded the defense caught a twenty-yard pass and raced into the end zone.
6. Speaking at the forum Kay Stone described her experience as head of a household civic fund-raiser and business owner.
7. After a lengthy discussion the committee whose members were not satisfied voted to reject both of the two themes proposed for the prom and seek fresh ideas.
8. Many of those in the long winding ticket line had arrived just within the past hour but we having arrived before dawn held places near the sales window.

9. Regional theaters are prospering in many cities but the Broadway stage is still the goal of most young actors dancers and musicians.
10. As Phil began climbing the ladder began to slip out at the bottom and I immediately grabbed it to keep it in place.

WRITING APPLICATION A:
Using Commas Correctly to Writing Clear

Introductory participial phrases and adverb clauses lend variety to sentences, helping you avoid a monotonous tone. Unless these introductory elements are punctuated correctly, however, your reader may misread the sentence. Compare the following examples:

EXAMPLES

We finished eating. The table was cleared. We played *Monopoly.*

When we finished eating the table was cleared for a game of *Monopoly.*

When we finished eating, the table was cleared for a game of *Monopoly.*

Writing Assignment

Select a famous person who particularly interests you. Write an account of this person's life, including material that is lively and interesting as well as factual. Use introductory participial phrases and adverb clauses to add variety to your writing. Proofread your paper to make sure you have used commas correctly.

Interrupters

f. Use commas to set off an expression that interrupts a sentence

Use two commas to set off an expression unless the expression comes first or last in the sentence.

(1) Appositives and appositive phrases are usually set off by commas.

An appositive is a word—with or without modifiers—that is set beside a noun or pronoun and identifies or explains it. An appositive phrase consists of an appositive and its modifiers.

EXAMPLE

An interview with Florence Cohen, **the noted landscape architect,** will appear Sunday in the *Herald,* **our local paper.**

When an appositive is so closely related to the word it modifies that it appears to be part of that word, no comma is necessary. An appositive of this kind is called a restrictive appositive. Usually it is one word.

EXAMPLES

Her cousin **Rita**
The novel ***Arrowsmith***
The preposition ***with***

(2) Words used in direct address are set off by commas.

EXAMPLES

Do you know, **Lena,** where your brother is?

Jerry, please see about this.
You seem upset, **my friend**.

(3) Parenthetical expressions are set off by commas.

The following expressions are commonly used parenthetically: *I believe (think, know, hope, etc.), I am sure, on the contrary, on the other hand, after all, by the way, incidentally, in fact, indeed, naturally, of course, in my opinion, for example, however, nevertheless, and to tell the truth.*

EXAMPLES

The train will, **I am sure**, be on time.
On the contrary, exercise is relaxing.
That clever Jameson was the first to solve the puzzle, **naturally.**

Knowledge of this rule and of the expressions commonly used parenthetically is helpful in punctuating, but in many instances your intention is what determines the punctuation that you use. If you want the reader to pause, to regard an expression as parenthetical, set it off; if not, leave it unpunctuated. Sometimes, however, the placement of the expression in the sentence determines the punctuation.

EXAMPLES

That is **indeed** startling news, [no pause]
That is, **indeed**, startling news, [pause]
Indeed, that is startling news, [comma required by placement]

I hope this report will help clarify the situation for you. [no comma because of placement]
This report will, **I hope**, help clarify the situation for you. [comma required by placement]

EXERCISE 6.

Correcting Sentences by Adding Commas.

The following exercise covers all comma rules to this point in the chapter. Number your paper 1-10. After the proper number, write the words in each sentence that should be followed by a comma, placing a comma after each word. Write *C* if the item is correct.

1. The plot of that book a murder mystery is in my opinion far too complicated.
2. Polish workers however did not seem to agree with government labor policies for many tried to organize their own trade unions.
3. The nineteenth-century book *El Jibaro* which was written by Manuel A. Alonso is considered the first Puerto Rican classic.
4. If you quickly get your application in our office will be able to process it before the deadline which is this afternoon.
5. Please understand friends that as much as I would like to I cannot be at the picnic the game and the track meet at the same time.
6. The people riding in the front of the roller coaster were the ones who screamed the most loudly.

7. Looking for economical transportation Harry who had never bought a car before nervously scouted the possibilities at Country Motors which sells used sedans station wagons and pickup trucks.
8. In spite of an initial lack of support Armanda and Julie who were very determined continued their campaign to clean up the vacant lots a task they admitted would take some time.
9. Before you start putting that jigsaw puzzle together Rosa I hope you are sure that it will when completed fit on the table.
10. When Jamie had finished the chicken and potatoes were all gone and the beans carrots and salad had been left untouched.

WRITING APPLICATION B:

Using Commas to Make Your Writing Clear

Like blinking yellow lights at an intersection, the commas before and after certain parenthetical expressions signal the reader to prepare for a change — in this case, a change in the direction of the writer's presentation. Notice in the following example how the commas that set off the parenthetical expression *however* prepare you for the information in the second sentence.

EXAMPLE

Leontyne Price's world-famous soprano voice was still powerful and still drew capacity crowds. In 1985, however, she decided to end her operatic career.

Writing Assignment

Write a composition discussing the advantages and disadvantages of the college you will attend or the job you will look for after you graduate from high school. Proofread your paper carefully to make sure you have used commas correctly with parenthetical expressions.

Conventional Uses

J. Use a comma in certain conventional situations.

(1) Use a comma to separate items in dates and addresses.

EXAMPLES

Hawaii achieved statehood on August 21, 1959, becoming the fiftieth state.

Write to me at 423 Twentieth Street, Salt Lake City, UT 84101, after the

first of May. *[Two-letter postal abbreviation used with ZIP code. There is no comma between the state and ZIP code.*]

EXAMPLES

Their twins were born on Saturday, March 6, 1982, in Detroit, Michigan.

☞ NOTE When only the month and day or only the month and year are given, no punctuation is necessary.

EXAMPLES

It was on June 20 that we began rehearsals.
A severe storm hit much of western Europe in January 1985.
When the items are joined by a preposition, do not use commas.

EXAMPLE

Joanna lives at 301 Green Street in San Diego, California.

(2) Use a comma after the salutation of a friendly letter and after the closing of any letter.

EXAMPLES

Dear Angela, Sincerely yours,

(3) Use a comma after a name followed by *Jr., Sr., Ph.D., etc.*

EXAMPLES

Peter Grundel, Jr. Lorraine Henson, Ph.D.

> ☞ NOTE If these abbreviations are used within a sentence, they are followed by a comma as well:
>
> Hazel Sellers, M.D., will be the guest speaker

Unnecessary Commas

k. Do not use unnecessary commas.

The tendency of modern writers is to use commas sparingly. You should be able to show either that the commas you use help the reader to understand what you have written or that they are required by standard usage — as in a date or address, for example. Unnecessary commas are just as confusing to the reader as the absence of necessary ones.

REVIEW EXERCISE.

Correcting Sentences by Adding End Marks and Commas.

This exercise covers end marks and all comma uses. Rewrite the sentences so that they are punctuated correctly.

1. Stalled in the traffic jam the motorcyclists Carl and Lou who were on their way home settled in to wait.
2. According to that book the history of fine arts is divided into the following periods: classical medieval renaissance baroque neoclassical and modern.
3. Our apartment at 310 Columbia Avenue Fort Wayne Indiana was cozy but I also enjoyed living at 2125 West Third Street in Omaha Nebraska.
4. Jay Carson Jr a senior with good organizational skills arranged for the benefit concert setting the date and ticket sales hiring the musical talent and handling the publicity.

5. In 1936 the library staff at the *Tribune* began recording the newspaper on microfilm and now the library has microfilm copies of every issue from October 14 1858 up to the most recent one.
6. When Jolene who was taking her road test got behind the wheel her mother smiling proudly looked on attentively.
7. On the spur of the moment Lily who was known for her thoughtful-ness decided against going to the party and went instead to see Jan her friend who had been hospitalized with appendicitis.
8. As the students watched Dr. Stanford an expert in distillation and a widely published author was demonstrating how to set up the special separation process explaining each step carefully.
9. Our company which we started as high-school seniors can provide all types of home office and factory cleaning services.
10. How disappointed we were to find that our research papers on which we had worked for weeks had been destroyed in the school fire, and Ms Harper had not even had a chance to read them
11. When the doctor informed me that on the one hand only a very small percentage of people suffer a bad reaction to the vaccine and that on the other hand the disease it prevents is nearly always fatal what could I do but agree to have the shot
12. In an address delivered on Tuesday August 3 in Phoenix Arizona she said that the way to peace is through international economic cooperation political understanding and disarmament.

13. Having found a good home the scrawny undernourished kitten had grown into a cat that was small but glossy and beautiful.
14. At the edge of the deep woods along the shore of Goose Lake they made camp for the night.
15. Well if I had wanted to go I would have said so.
16. Surprisingly the secondhand clothes were not torn or dirty or out of style. .
17. Why I think it's remarkable that you have already completed the project for the others started before you did
18. The island of Tierra del Fuego named the Land of Fire by the explorer Ferdinand Mage-Iran because of its many Indian bonfires lies off the southern tip of South America in a cold windy climate.
19. Benjamin Banneker a noted inventor astronomer and mathematician served on the commission that surveyed and laid out Washington DC
20. I beg your pardon sir but do I know you

REVIEW: POSTTEST

Correcting Sentences by Adding or Deleting End Marks and Commas.

Number your paper 1-25. Most of the following sentences contain errors in the use of end marks or commas. After the proper number, write all words that are followed by incorrect punctuation, adding or deleting end

marks and commas in accordance with the standards of written English. If a sentence is correct, write C.

EXAMPLE 1.

My best friend has moved to 712, Mills Avenue, Orlando, FL 32806.

1. Marilyn and Antonio who work at a local child care center greatly enjoy inventing, and playing games with the children.
2. Unfolding solar panels placing satellites into orbit and conducting medical experiments kept the space shuttle crew busy and interested throughout their space flight.
3. Because we had to rekindle the fire our cookout was delayed.
4. Well if you want to apply for admission to eight colleges you will surely have to pay a large sum in application fees.
5. On the beaches of Louisiana Florida and Georgia this has been a summer of boating fishing and swimming.
6. "It is my pleasure to introduce Cranston Fellows Jr. who has recently returned from a visit to Sydney Australia," said Adele Peters president of the Students' Foreign Exchange League.
7. The diplomats both educated at American University in Washington DC received posts in Athens Greece and Nicosia Cyprus.
8. "The house is on fire" shouted my father. "Everyone out."

9. On the far wall to the right of the main entrance you will see a striking oil painting done in matte black, neutral gray and ash white.
10. "November 30 will be the deadline for submitting outlines note cards and thesis paragraphs for your papers," said Ms. Walsh.
11. Coming home from the football game we were delighted to be greeted by the fragrant spicy aroma of Ned's spaghetti sauce.
12. Studying *Beowulf* for the first time the class enjoyed Grendel the grim gruesome monster.
13. The treasurer's report did I believe make it clear that the Senior Class has been very successful in its fund-raising activities this year.
14. Interrupting his friends Philip asked, "Are you ready to leave"?
15. My aunt and uncle who have been married for twenty-five years plan to visit Egypt Kenya and Sierra Leone next October.
16. Joanne moaned, "Oh this weather is terrible"!
17. We spent the morning cleaning the basement and sorting boxes but in the afternoon we rode our bicycles along lovely country roads.
18. This is an emergency; I need to see a doctor immediately.
19. Naturally the seafood that I like best lobster is also the most expensive.
20. "Mr. President" said the Secretary of State "here is the preliminary draft of the treaty"

21. We have already decided to hold our class reunion on July 4 2008 at the Hyatt Regency Hotel in San Francisco California.
22. Professor Dimitri Pantermalis a Greek archaeologist recently announced the excavation of a rare mosaic dating from the second century AD when Greece was under Roman rule.
23. Much to my delight the festival offered jazz country rock and classical music.
24. Using hyperbole the store took out a full-page newspaper ad reading "World's Most Spectacular Labor Day Sale"!
25. When they went to the prom Martha wore a white lace gown and George wore a light blue tuxedo.

SUMMARY OF USES OF END MARKS AND COMMAS

30 a. Use a period at the end of a statement.
30 b. Use periods with abbreviations.
30 c. Use a question mark at the end of a question.
30 d. Use an exclamation point at the end of an exclamatory sentence.
30 e. Use either a period or an exclamation point at the end of an imperative sentence, depending on the force intended.
30 f. Use commas to separate items in a series.
30 g. Use a comma to separate two or more adjectives preceding a noun.

30 h. Use a comma before *and, but, or, nor, for, so,* and *yet* when they join independent clauses, unless they are very short.

30 i. Use commas to set off nonessential clauses and nonessential participial phrases.

30 j. Use a comma after certain introductory elements.

(1) After words such as *well, yes, no, why,* etc., when they begin a sentence
(2) After an introductory participial phrase
(3) After a succession of introductory prepositional phrases
(4) After an introductory adverb clause

30 k. Use commas to set off expressions that interrupt the sentence.

(1) Appositives
(2) Words in direct address
(3) Parenthetical expressions

30 l. Use a comma in certain conventional situations.

(1) To separate items in dates and addresses
(2) After the salutation of a friendly letter
(3) After a name followed by *Jr., Sr., Ph.D.,* etc.

30 m. Do not use unnecessary commas.

CHAPTER THREE
Punctuation

CHAPTER THREE
Punctuation
OTHER MARKS OF PUNCTUATION

Although the marks of punctuation treated in this chapter are used less frequently than the period and comma, they are often important. Just as you have learned to follow certain conventions in grammar and usage and spelling, you should observe the conventional uses of the punctuation marks described in this chapter.

DIAGNOSTIC TEST
Correctly Using Punctuation Marks Other Than End Marks and Commas.

Number your paper 1-20. Each of the following sentences contains an error in punctuation. Proofread each sentence, and, after the proper number, write as much of the sentence as is necessary to correct the punctuation.

EXAMPLE

1. Looking at Paulas pictures of our Senior Class trip, we felt as though we were back in Washington, D.C.
1. Paula's

1. Labor Day traffic was rerouted from the washed-out bridge consequently, a massive backup of cars developed.
2. Who is your favorite mystery writer on the following list, Agatha Christie, P. D. James, Wilkie Collins, or Edgar Allan Poe?

3. One of my favorite Biblical passages is the story of Jesus and the Samaritan woman in John 4-5.
4. Since Lydia visited Europe last summer, she has been using foreign expressions such-as bonjour and ciao constantly.
5. The class judged the commercials to have little appeal for teenagers or adults, that is, they considered the ads suitable only for children younger than thirteen.
6. "How long will it take for the pictures of the class play to be developed"? I asked.
7. Our English class agreed that Richard Conneli's short story The Most Dangerous Game is one of the best we have ever read.
8. The confusion occurred because I thought the gift was your's instead of Dorothy's.
9. "Because we have recorded a twenty three percent increase in productivity," stated the factory owner to his employees, "each of you will receive a bonus in your next paycheck."
10. Its anyone's guess who will win the election for student council officers next week.
11. Please turn down the radio I'm getting a headache from the vibrations.
12. Outstandingly successful people, whether they excel in politics, sports, or the arts, share a common trait: they are self motivated.
13. We might and according to the tour schedule should have a free afternoon in Rome.
14. Juanita asked the librarian for: the *Readers' Guide to Periodical Literature* and the latest *World Almanac.*

15. According to my sister, a college sophomore, her sociology professor expects his students to read "The New York Times" each day before attending class.

16. When we finish school at 2-15, I'll drive you home.

17. "You may not realize that auto mechanics are skilled specialists", said Mr. Busch on our first day in Auto Mechanics I.

18. Because I have spent so many happy times there, I love to visit my grandmother's and grandfather's house.

19. "The second string team will begin practice as soon as the varsity players have left the field," announced Coach Carberry.

20. Since I am on a tight budget, I was glad to see the ad announcing a special sale on mens' jeans.

THE SEMICOLON

a. Use a semicolon between independent clauses not joined by *and, but, or, nor, for, yet,* or so.

EXAMPLES

Three candidates have filed for the new commission seat; none of them have any previous experience in public office.

Read all the choices; don't write the first answer that seems correct.

You must have some basis for deciding whether to express two independent clauses with a semicolon between them, or two sentences with a period (and capital letter). In most writing, the division into sentences is preferable. A semicolon is used only when the ideas in the two clauses are so closely related that a period would make too distinct a break between them.

b. Use a semicolon between independent clauses joined by such words as *for example, for instance, that is, besides, accordingly, moreover, nevertheless, furthermore, otherwise, therefore, however, consequently, instead, or hence.*

EXAMPLES

Everyone in this area takes visitors to our local tourist attraction; **for instance,** I went there just last Sunday with my visiting aunt.

The speech was long and repetitious; **consequently,** listeners fidgeted in their seats and whispered among themselves.

When the connectives mentioned in this rule are placed at the beginning of a clause, the use of a comma after them is frequently a matter of taste. When they are clearly parenthetical (interrupters), they are followed by a comma. The words *for example, for instance,* and *that is* are always followed by a comma. The word *however* is almost always followed by a comma.

EXAMPLES

> Leaders of the two countries saw no hope for a settlement; **that is,** each claimed the other was stubborn and unwilling to compromise.
>
> Leaders of the two countries saw no hope for a settlement; **however,** they were willing to meet again. [. . . they were willing, *however,* to meet again.] ,

Most of the words listed in this rule, however, are rarely used at the beginning of a clause. They are usually placed later in the clause.

EXAMPLES

> The situation is intolerable; we **therefore** need to take immediate action.

c. **A semicolon (rather than a comma) may be needed to separate independent clauses joined by a coordinating conjunction when there are commas' within the clauses,**

EXAMPLE

> Super Stop, the store on Falk Avenue, sells not only groceries but also prescription drugs, cosmetics, hardware, garden supplies, and sportswear; and its first shoppers, interviewed on the news last week, seemed very pleased with the convenience the store offers.

☞ NOTE As suggested in Rule c by the words "may be needed," you are allowed considerable leeway in applying this rule. When there are only one or two commas in the independent clauses, the semicolon is not needed. It is required when there are so many commas, as in the example above, that the sentence would be confusing without the semicolon.

d. Use a semicolon between items in a series if the *Items* contain commas.

EXAMPLE

Winners in the competition were Alene Murphy, first place; Jeff Bates, second place; Ed Davis, third place; and Nancy Green, who, as a member of the Student Council, had proposed the contest.

WRITING APPLICATION A:

Using Semicolons to Make Your Writing Clear

Determining the amount of information to include in a single sentence is an important part of writing clearly. You can help your reader understand that ideas are closely related by using semicolons to join independent clauses. In the following example the semicolon links two independent clauses, signaling the reader that the ideas are closely related:

EXAMPLE

I am much more tolerant than I used to be; for example, my little brother's teasing no longer bothers me.

> *Writing Assignment*
>
> Write a composition comparing and contrasting yourself as you are now—not just physically, but intellectually and emotionally—and as you were three years ago. Proofread it carefully to make sure you have used semicolons correctly to join independent clauses expressing closely related ideas.

THE COLON

e. Use a colon to mean "note what follows."

(1) Use a colon before a list of items, especially after expressions like *as follows* and *the following*.

EXAMPLES

Amazingly enough, the small bag held everything: shirts, pants, sweaters, a jacket, shoes, underwear, nightclothes, toiletries, and a present for my hosts.

Be prepared to answer the following questions: What was your last job? Why did you leave it? What other experience have you had? [list introduced by "the following"]

> ☞ NOTE When a list constitutes the direct object of a verb or the object of a preposition, do not use a colon.

EXAMPLES

We **collected** blankets, canned goods, medical supplies, and clothing for the flood victims, [list is direct object]

Dan has always been interested **in** snakes, frogs, lizards, and other reptiles, [list is object of preposition *in*]

(2) Use a colon before a long, formal statement or quotation.

EXAMPLE

Dr. Stafford made the following observation**:** Cooperation between the leading nations of the world is essential to the survival of the planet. [Note that a formal statement of this kind need not be enclosed in quotation marks.]

(3) Use a colon between independent clauses when the second clause explains or restates the idea in the first.

EXAMPLE

Those hanging lamps are the most popular kind: they are inexpensive, come in many colors, and are easy to install.

f. Use a colon in certain conventional situations.

(1) Use a colon between the hour and the minute when you write the time.

EXAMPLE 8:00 A.M.

(2) Use a colon between chapter and verse in referring to passages from the Bible.

EXAMPLE Proverbs 3:3

(3) Use a colon between volume and number or between volume and page number of a periodical.

EXAMPLES

Harper's 203:16 [volume and number]

Harper's 203:16-19 [volume and page numbers]

(4) Use a colon after the salutation of a business letter.

EXAMPLES

Dear Ms. Ayala: Gentlemen:

Dear Sir or Madam:

WRITING APPLICATION B:

Using Colons Correctly to Make Your Writing Clear

Since the semicolon and the colon serve completely different purposes, it is important to distinguish between them in your writing. Your reader relies whether to expect, for example, an independent clause closely related to the preceding one (after a semicolon) or a list (after a colon). In the first example, below, for a colon is misleading.

EXAMPLES

Three committees were set up for the banquet; awards, decorations, and food.

Three committees were set up for the banquet: awards, decorations, and food.

Writing Assignment

You are serving on the awards committee for a banquet to honor outstanding writers in the senior class. Decide what kind of awards to present and how many, and write a letter ordering the items. Proofread it carefully to that you have used colons correctly.

UNDERLINING (ITALICS)

g. **Use underlining (italics) for titles of books, films, plays, television programs, periodicals, works of art, ships, etc.**

EXAMPLES

The Old Man and the Sea
the *San Diego Tribune,* or the San Diego *Tribune*
the *Senior Scholastic*
the *View of Toledo, Appalachian Spring, The Thinker*
the *Norway,* the *Garden State Special,* the *Columbia*

The use of quotation marks for titles is now generally limited to short compositions such as short stories, short poems, parts of publications and episodes of television programs; the titles of the publications and television programs themselves are underlined.

EXAMPLE

Read Chapter 39, "Americans in the Second World War (1941-1945)," from Rise of the American Nation.

☞ NOTE When set in type, underlined words are italicized.

The Old Man and the Sea

The words *a, an, the,* written before a title, are underlined only when they are part of the title. Before the names of magazines and newspapers, they are not underlined.

EXAMPLE

I found some good ideas for my paper in my text, The History of the Americas, and in several back issues of the New York Times.

h. Use underlining (italics) for words, letters, and figures referred to as such and for foreign words not yet adopted into English.

EXAMPLE

The most common English word is the; the letters used most frequently are e and t; and numbers often confused are 7 and 9.

I know the Latin phrase ab initio — it reminds me of all the setbacks I've ever had — but the saying ad astra per aspera gives me hope.

EXERCISE 1.

Using Colons, Semicolons, and Italics Correctly.

Number your paper 1-10. After the proper number, write the words and numbers that should be followed by a semicolon or a colon, and write the appropriate punctuation after each. Write and underline all words that should be italicized.

1. From 1970 to 1981, one-parent families doubled in number however, two-parent families in 1981 still comprised nearly 80 percent of families with children. .
2. Performers in the show included the following band members playing two instruments apiece Tony Fleming, trumpet and trombone Donna Bryant, clarinet and saxophone and Phyllis Ward, drums and steel guitar.
3. Our local paper, the Morning Ledger, always carries these features comics, advice columns, and a crossword puzzle.
4. Interesting stories are plentiful in the Bible two of my favorites are the battle between David and Goliath in I Samuel 17 4-57 and the story of the good Samaritan in Luke 10 25-37.
5. Groups of art students, all going to see Egyptian, Assyrian, and Greek exhibits, boarded the buses at 8 30 but the buses did not leave until 9 00, when the parking lot was finally cleared and the last stragglers had boarded.
6. Ms. Bell often assigns reading in current magazines for instance, our latest one runs as follows The

Atlantic, 218 33-44 U.S. News and World Report, 26 5 Changing Times, 8 62-67.

7. According to historians, Michelangelo always thought of himself first as a sculptor his sculpture the Pieta is the only work he ever signed.
8. She revised her report three times first, for content second, for organization and third, for style.
9. Legislators were in a difficult position they had to finance demand for increased services without calling for increased taxes.
10. While downtown, I bought several gifts a cookbook for my father a print of Rousseau's The Jungle for my mother and for my sister, the album featuring the soundtrack of Annie.

QUOTATION MARKS

i. Use quotation marks to enclose a direct quotation — a person's exact words.

DIRECT QUOTATION

My sister said. "My favorite singer is Lena Home."

Do not use quotation marks to enclose an indirect quotation— one that does not give a person's exact words.

INDIRECT QUOTATION

My sister said her favorite singer is Lena Home.

Enclose means to place quotation marks at both the beginning and the end of a quotation. Omission of quotation marks at the end of a quotation is a common error.

(1)A direct quotation begins with a capital letter.

EXAMPLE

She told me, "**F**inish this assignment first."

Exception:

If the quotation is only a fragment of a sentence, do not begin it with a capital letter:

EXAMPLE

A reviewer called the movie "**a** futile attempt to trade on his reputation as a maker of blockbusters."

(2) When a quoted sentence is divided into two parts by an interrupting expression such as *he said* or *Mother asked,* the second part begins with a small letter.

EXAMPLE

"Take care," he warned, "that you don't spill anything."

If the second part of a divided quotation is a new sentence, it begins with a capital letter.

EXAMPLE

"Don't open the door," he pleaded. "**W**e're developing the film."

(3) A direct quotation is set off from the rest of the sentence by commas or by a question mark or an exclamation point.

EXAMPLES

Flo said, "We could send them a telegram."
"What would you say to that?" she asked.

☞ NOTE If the quotation is only a phrase, do not set it off by commas.

EXAMPLE

For him, "one for all and all for one" is the key to a successful club.

(4) Other marks of punctuation, when used with quotation marks, are placed according to the following rules:

1. Commas and periods are always placed inside the closing quotation marks.

EXAMPLE

"I'm sure," said Joe, "that we'll be finished by Friday."

2. *Semicolons and colons are always placed outside the closing quotation marks.*

EXAMPLES

"Eva," my grandmother said, "you should keep up with your chores"; then she reminded me that it was my turn to wash the dishes.

Gail Sloan describes the following as "deserted-island reading": *An Encyclopedia of World History,* the complete works of Shakespeare, and *Robinson Crusoe.*

3. Question marks and exclamation points are placed inside the closing quotation marks if the quotation itself is a question or an exclamation; otherwise they are placed outside.

EXAMPLES

"is everyone present?" asked the teacher.

"How perceptive you are sometimes!" she exclaimed. Were you surprised when he said, "You win"? Stop saying "You know"!

No more than one comma or one end mark is used at the end of a quotation.

INCORRECT Who said, "No one can make you feel inferior without your consent."? [two end marks, period and question mark]

CORRECT Who said, "No one can make you feel inferior without your consent"?

INCORRECT Did you ever ask yourself, "Where will I be ten years from now?"?

CORRECT Did you ever ask yourself, "Where will I be ten years from now?"

(5) When you write dialogue, begin a new paragraph every time the speaker changes.

EXAMPLE

"Hi, guys. Look what I just got!" said Jessie as she came up to her friends Mark and Sue. She was cradling a sophisticated new 35mm camera in her hands.

"That's beautiful!" said Sue.

Raising his eyebrows, Mark said, "Where did you get it?"

"Oh, I got a great deal at the camera shop—and a loan from my mother."

"How," they both asked at once, "will you pay her back?"

"Well, I have my part-time job," said Jessie. "I'm also going to take pictures for people—at a modest price, of course. Say," she added, "wouldn't you two like to have your pictures taken?"

(6) When a quoted passage consists of more than one paragraph, place quotation marks at the beginning of each paragraph and at the end of the entire passage, not at the end of each paragraph.

☞ NOTE Usually such a long quotation is set off from the rest of the paper by indentation and single spacing. In such a case, no quotation marks are necessary.

(7) Use single quotation marks to enclose a quotation within a quotation.

EXAMPLE

What she said was, "For Tuesday read Masefield's poem 'Sea Fever' ".

J. Use quotation to enclose titles of short works such as poems, short stories, articles, songs, and individual episodes of television programs; and of chapters and other parts of books.

EXAMPLE

Read Chapter 19, "The Progressive Movement."

My favorite episode of *Star Trek* is "The Trouble with Tribbles."

> ☞ NOTE Book titles and names of magazines are indicated by underlining (italics) (see page 663).

k. Use quotation marks to enclose slang words, technical terms, and other expressions that are unusual in standard English.

Use this device sparingly.

EXAMPLES

I don't think he is a "nerd. "

The names Kansas and Arkansas are derived from the Sioux Indian word for "downstream people."

EXERCISE 2.

Using Punctuation Marks Correctly.

Rewrite the following sentences, inserting quotation marks, other required punctuation, and capitalization.

1. How many of you Mrs. Martinez asked have studied a foreign language for more than two years.
2. Nice try Donna was what the coach said.
3. We should have started our homework earlier said Beth we have answered only three questions so far.
4. Where have you been she asked.
5. Someone once asked George Bernard Shaw how old he was, and he answered I'm as old as my tongue and a few years older than my teeth.
6. To whom was Stendhal referring asked Mrs. Ross when he dedicated his novels to the happy few.
7. Was it Elizabeth Browning asked Sandra who wrote the poem Shall I Compare Thee to a Summer's Day?
8. Cast off shouted the captain we're bound for Rio.
9. Would you let us hand in our research papers next week Ms. Lewis we asked none of the books we need are in the library.
10. Alice whispered thank you for lending me the article Is There Life on Other Planets?

THE APOSTROPHE

L. To form the possessive case of a singular noun, add an apostrophe and an *s*.

EXAMPLES

Dora's choice　　Kelly's coat
Ross's sleeve

In words of more than one syllable that end in an s-sound, it is permissible to form the singular possessive by adding the apostrophe without the *s*. This is done to avoid too many s-sounds.

EXAMPLES

the seamstress' work　　Odysseus' travels

> ☞ NOTE Since the use of the apostrophe varies among writers, it is not possible to make a hard and fast rule about the apostrophe in singular words ending in *s*. Thus *Hughes' poetry* and *Hughes's poetry* are equally acceptable. Punctuate according to pronunciation. If you say a word as "Hugheses" or "McCullerses," write "Hughes's" and "McCullers's." If you say "Hughes" poems or "McCullers" novels, write "Hughes'" and "McCullers'."

(1) To form the possessive case of a plural noun ending in s, add only the apostrophe.

EXAMPLE

girls' team the Millses' back yard

> ☞ NOTE The few plural nouns that do not end in S form the possessive by adding the apostrophe and an S just as singular nouns do.

EXAMPLES

women's tournament
children's playground

(2) Personal pronouns in the possessive case *(his, hers, its, ours, yours, theirs,* and the relative pronoun *whose)* do not require an apostrophe.

INCORRECT

We thought the top score was her's.

CORRECT

We thought the top score was **hers.**

INCORRECT

I have witnessed democracy at it's best.

CORRECT

I have witnessed democracy at **its** best.

INCORRECT

Who's notebook is this?

CORRECT

Whose notebook is this?

(3) **Indefinite pronouns *(one, everyone, everybody,* etc.) in the possessive case require an apostrophe and an s.**[1]

EXAMPLES

Everyone's vote counts equally.
She consented to **everybody's** request for a class meeting.

EXERCISE **3.**

Proofreading Possessives.
Number your paper 1-20. If the possessive case for each item in the list has been correctly formed, write *C* after the proper number. If it has been incorrectly formed, write the correct form.

1. everyone's share
2. bus' windows
3. children's books
4. this school's reputation
5. pants' cuffs

11. a street of lawyer's offices
12. at the Gibb's home
13. that nation's debts
14. women's objections
15. found it's way home

---

[1] Note the correct form of such words used with *else:* everyone *else's;* somebody *else's.* Note that there is no apostrophe in *oneself.*

6.	Is this your's?	16.	travelers' briefcases
7.	a girl's or a boy's bike	17.	soldiers knapsacks
8.	opened it's covers	18.	did its best
9.	flower's bud	19.	babie's toys
10.	The loss is our'-s.	20.	the poets' works

(4) In hyphenated words, names of organizations and business firms, and words showing joint possession, only the last word is possessive in form.

HYPHENATED	**father-in-law's** hobby
ORGANIZATIONS	The **Economic and Social Council's** members
	Black and Decker's tools
JOINT POSSESSION	**Dotty and Fay's report**
Exception:	When the second word is a possessive pronoun, the first word is also possessive.
INCORRECT	Dotty and my report
CORRECT	**Dotty's and my** report

(5) When two or more persons possess something individually, each of their names is possessive in form.

EXAMPLE

Tom's and **Bill's** jackets

(6) The words *minute, hour, day, week, month, year,* etc., when used as possessive adjectives, require an apostrophe. Words indicating an amount in cents

or dollars, when used as possessive adjectives, require apostrophes.

EXAMPLES

a minute's work, five minutes' work
a day's rest, three days' rest[2]
one cent's worth, five cents' worth

EXERCISE 4.

Revising Phrases by Forming Possessives.

In the following list, the possessive relationship is expressed by means of a phrase. Revise each item so that the possessive case of the noun or pronoun is used to express the same relationship.

EXAMPLE
1. a vacation of two weeks
1. *a two weeks' vacation*

1. hats of Carol and Pat
2. dressing room of the men
3. job of my sister-in-law
4. character of a person
5. business of Jorge and Ralph
6. speech of the governor-elect
7. a pause of a moment
8. worth of two cents
9. highlights of the film
10. Shoes of the women
11. insignia of the sergeant-at-arms

---

[2] Also correct: a three-day rest, etc.

12. worth of four dollars
13. catalog of Lord and Taylor
14. prize of Ralph Bunche
15. sides of it
16. remarks of the judges
17. trip of Maria and Alma
18. a wait of an hour
19. heat of the sun
20. albums of Simon and Garfunkel

m. Use an apostrophe to show where letters have been omitted in a contraction.

A contraction is a word made up of two words combined into one by the omission of one or more letters.

EXAMPLES

For *do not,* the contraction is *don't.* [The letter *o* is omitted.]
For *it is,* the contraction is *it's.* [The letter *i* is omitted.]
For *they are,* the contraction is *they're.* [The letter *a* is omitted.]

☞ NOTE The most common error in the use of the apostrophe comes from the confusion of *it's,* which means it *is,* with the possessive form *its (its* appearance). Another common error is the insertion of the apostrophe in the wrong place: *does'nt* for *doesn't,* etc. Also note that *let's* in an expression such as "Let's go!" is a contraction of *let us* and requires an apostrophe.

n. Use the apostrophe and *s* to form the plurals of letters, numbers, and signs, and of words referred to as words.

EXAMPLES

Hawaii is spelled with two *i*'s.
He correctly placed the decimal before the two 6's. –
Don't you need +'s in that equation?
Try not to use so many *very's* in your writing.

EXERCISE 5,

Proofreading Possessives and Contractions and Revising Phrases by Forming Possessives.

Number your paper 1-20. Write the following phrases and sentences, inserting apostrophes where they are needed and changing the phrases to possessive forms. If an item is correct, write *C.*

1. womens sports
2. statements of a mayor-elect
3. Its great, isn't it?
4. sand in its gears
5. Its still early, Im sure.
6. If he lets us, well go too.
7. Her cousins choices were the . same as hers.
8. Lets see whats going on.

9. I've found its no help.
10. firm of Dun and Bradstreet
11. Whats its title? .
12. on a minutes notice
13. locker of Frank and Carlos
14. Whos on Vickys bicycle?
15. this pianos keys
16. How many is are there in Mississippi?
17. childrens magazine
18. Her scores were a 9.0 and two 8.5s in the freestyle event.
19. books of Woodward and Bernstein
20. office of the principal

THE HYPHEN

o. Use a hyphen to divide a word at the end of a line.

Try to avoid dividing words at the end of a line in order to maintain an even margin unless it is necessary.

p. Use a hyphen with compound numbers from *twenty-one* to *ninety-nine* and with fractions used as adjectives,

EXAMPLES

forty-two applicants
a two-thirds majority, *but* **two thirds** of the voters

q. Use a hyphen with the prefixes *ex-*, *self-*, *all-;* with the suffix *-elect;* and with all before a proper noun or proper adjective.

EXAMPLES

ex-mayor	non-European
self-controlled	anti-Fascist
all-star	pro-Canadian
president-elect	Pan-American

Variant spellings exist *(reelect, re-elect, reelect)*, but the modern tendency is to close up most other prefixes *(reelect).*

f. Hyphenate a compound adjective when it precedes the word it modifies.

EXAMPLE

well-liked author The author is well liked.

EXAMPLES

> ☞ NOTE Do not use a hyphen if one of the modifiers is an adverb ending in *-ly.*

highly polished surface quickly done tasks.

s. Use a hyphen to prevent confusion or awkwardness.

EXAMPLES

re-collect [prevents confusion with *recollect]*

anti-icer [avoids the awkwardness of *antiicer].*

THE DASH

t. Use a dash to indicate an abrupt break in thought.

EXAMPLES

> He might—if I have anything to say about it—change his mind.
>
> The truth is—and you probably already know it—we can't do it without you.

u. Use a dash to mean *namely, in other words,* or *that is* before an explanation.

EXAMPLE

> It was a close call—the sudden gust of wind pushed the helicopter to within inches of the power line. [The dash means *that is.]*

In this use, the colon and the dash are frequently interchangeable.

EXAMPLE

> It was a close call: the sudden gust of wind pushed the helicopter to within inches of the power line.

In this use, the colon and the dash are frequently interchangeable.

EXAMPLES

It was a close call: the sudden gust of wind pushed the helicopter to within inches of the power line.

PARENTHESES

v. **Use parentheses to enclose incidental explanatory matter that is added to a sentence but is not considered of major importance.**

EXAMPLE

Former Representative Jordan (Texas) was on that committee.

The population of the United States is shifting (see Chart B) to the South and the Southwest.

☞ NOTE Commas, dashes, and parentheses are frequently used interchangeably to set off incidental matter.

(1) **Be sure that any material within parentheses can be omitted without changing the basic meaning or structure of the sentence.**

IMPROPER USE OF PARENTHESES

Tina had been shopping (in that store) most of her life. [The idea in parentheses is too important to the meaning of the sentence to be placed in parentheses.]

(2) **Punctuation marks are used within parentheses when they belong with the parenthetical matter. Punctuation marks that belong with the main part of the sentence are placed after a closing parenthesis.**

EXAMPLE

> Fred Bates asked us (What a silly question!) if we really thought we could do it.
>
> If the committee is headed by Alison (Is she here?), the student council will probably support it.

BRACKETS

You will seldom have a use for brackets. Commas, dashes, and parentheses are preferable as means of setting off parenthetical matter.

w. Use brackets to enclose explanations within parentheses or in quoted material when the explanation is not part of the quotation,

EXAMPLES

> Ms. Gray was quoted as saying in her acceptance speech: "I am honored by it [the award], but I would like to share the recognition with those who made my work possible."
>
> By a vote of 5-4, the Supreme Court overturned the lower court's ruling. (See page 149 [Diagram A] for a chronology of the case.)

REVIEW EXERCISE.

Proofreading Passages for Punctuation and Capitalization.

Most of the necessary punctuation and capitalization has been omitted from the following passages. Rewrite the

passage, proofreading it carefully and preparing a version that uses the conventions of standard English. The only changes you need to make in paragraphing are those required by dialogue. Some of the existing punctuation is incorrect, but in most instances you need only *add* punctuation and capitals. .

1

No discussion of Americas outstanding sports figures would be complete without reference to Jim Thorpe who was voted in 1950 the greatest athlete of the centurys first half. His feats in football track and baseball remain unique and his strength and speed are legendary born of irish french and indian heritage and reared in prague Oklahoma Thorpe began earning honors early in his life he was an all american halfback for two years while playing for the local indian school and broke all previous records in winning the gold medals for the pentathlon and the decathlon at the 1912 Olympic games where he was hailed as the greatest athlete in the world. Because hed -.. already begun playing professional baseball however he was forced to return his medals a year later (They were restored posthumously in 1982) Thorpe spent six outstanding years in professional baseball but he became best known as a football player who could do everything well run pass catch punt and more. He played professional football for over ten years with great ability in 1969 sixteen years after his death and on the national football leagues fiftieth birthday Thorpe was named to footballs all time all professional team.

2

Roger Morton sat back for a moment feeling slightly proud of himself. Have you finished those sample business letters yet asked Ms Zimsky the typing teacher. Yes Roger replied quickly. I think Ive improved on the format too. Look how much space ive saved on each page Ms Zimsky glanced down These arent done the way they are in the book. Just do them that way for now though you need to finish this chapter today or youll be way behind. Theres no time to talk about format. Embarrassed and tired Roger later told his friend Annette about the incident. Your problem she mused isnt that you improved the letters its the same one I had once on my job at bartons shop. I learned that any time you want to change a procedure no matter how great an improvement it is you should first talk it over with the person w?ho will need to approve it. Try discussing your idea again w'hen Ms Zimsky has more time. Roger went back to the typing classroom after school and Ms Zimsky listened thoughtfully to all his suggestions Oh I see what youre doing here she said. Its really a very good idea in fact I think 111 share it with the whole class. See you tomorrow then Roger Yes said Roger with a smile and thanks for listening Ms Zimsky.

CHAPTER REVIEW: POSTTEST

Using Punctuation Correctly.

Number your paper 1-25. Each of the following sentences contains at least one error in the use of punctuation or italics. Rewrite the sentence correctly.

EXAMPLE

1. Why did you let your work go until the last minute asked my friend Tanya when I told her my problem?

1. "Why did you let your work go until the last minute?" asked my *friend Tanya when 1 told her my problem.*

1. When I read The Hobbit, my favorite chapter was the one in which [1]Bilbo meets Gollum.
2. Among the members of the Fine Arts Commission meeting in New York City .were several talented people Diane Keaton actress Paul McCartney musician Paul Taylor choreographer and Lee Krasner artist.
3. My brothers and sisters and I have been encouraged to be self reliant since we were children.
4. The origin of the bacterial infection see note below and its cure posed a grave puzzle to the medical experts.
5. Shakespeares Hamlet is a popular play because it involves a ghost murder and romance.
6. I believe we will win this game, said the soccer coach to the newspaper sportswriter.
7. Paulette sent in my application before the deadline however she neglected to put a stamp on the envelope.
8. After we had returned from our class trip to Houston, our teacher Ms Ryan said "we were the most well behaved group she had ever chaperoned."

9. When a graduate of our high school appeared on television playing Scott Joplin's Maple Leaf Rag, a new interest in ragtime music blossomed at Franklin High School.
10. "These packages are your's arent they" asked Tamala as she nearly tripped.
11. Although the oil contract had not been renewed, the oil company made a delivery the customers complained when they received the bill.
12. The mayor elect met today with members of the Allentown Youth Council see picture on page 40.
13. When asked her opinion, the president of the brokerage firm said I favor purchasing blue chips those with a history of steady earnings and stable prices.
14. Monicas noisy muffler makes it impossible for her to drive down the street without attracting attention. .
15. Suspending students from school for cutting classes creates a Catch-22 situation, said education consultant Cho Yin Lum.
16. In a stunning upset, said the radio announcer the Liberals have defeated the Conservatives!
17. At Book Lore the bookstore where I'work sale's have increased twenty seven percent since last month.
18. Do you know that Europeans write their 7s differently from the way Americans do asked Estrella?
19. Ill never forget the first time I read Walt Whitmans poem When Lilacs Last in the Dooryard Bloom'd said Megan it made me feel the tragedy of Abraham Lincolns death.

20. Have you read this months issue of Seventeen?
21. During the pep rally and even after it had ended the cheerleading captain, Teresa Suarez, led the students in enthusiastic cheering.
22. Within the next three weeks, new television stations will begin broadcasting from the following cities Salinas California Kalamazoo Michigan and Fairbanks Alaska.
23. George Gershwins Rhapsody in Blue is probably the best-known American composition in the world.
24. January 3 is the birthday shared by two world famous writers Cicero and J. R. R. Tolkien.
25. Helena knew it would be a less than perfect day when she heard herself saying Don't forget to dot your ts and cross your is.

CHAPTER FOUR
Spelling

CHAPTER FOUR
Spelling
IMPROVING YOUR SPELLING

This chapter suggests a number of things you can do to improve your spelling:

1. Be careful.
2. Use the dictionary.
3. Keep a list of your own spelling errors.
4. Learn to spell words by syllables.
5. Learn a few helpful spelling rules.
6. Learn to distinguish between words that sound alike.
7. Learn lists of commonly misspelled words.

GOOD SPELLING HABITS

1. *Be careful.* Care in writing and in proofreading your compositions will eliminate errors in the spelling of simple words like *to, there,* and *its,* which account for so many of teachers' corrections on students' themes.
2. *Use the dictionary.* Some students would rather take a chance on guessing than expose themselves to the truth. But the only sure way to find out how to spell a word is to look it up.
3. *Keep a list of your own spelling errors.* We do not all misspell the same words. The habit of recording in your notebook the words you misspell in your

compositions will pay you a large return on the investment of a little time and patience.

4. *Learn to spell words by syllables.* This is the "divide and conquer" technique used with success by invading armies. It is equally effective in attacking a long and troublesome word. Dividing a long word into syllables gives a number of short parts; hence you can simplify your spelling problem by acquiring the habit of dividing words into syllables^ and spelling them part by part.

Two common causes of spelling mistakes are the omission of a letter or syllable and the addition of an extra letter or syllable. A student who spells *probably* as though it were *probaly* has made the first kind of mistake. If you spell *lightning* as though it were *lightening,* you have made the second kind. Errors like these stem from errors in pronunciation, which, in turn, are the result of not knowing the exact syllables in the word.

EXERCISE 1

Spelling Words by Syllables.

Write each of the following words in syllables—place a hyphen between syllables. When you have completed the exercise and studied the words, take a test on them from dictation. Whether your divisions correspond exactly with the dictionary syllabication is not important, provided the words are divided into pronounceable parts and all letters are included and no letters are added.

1.	modern	8.	privilege	15.	representative
2.	similar	9.	perspiration	16.	entrance
3.	library	10.	boundary	17.	accidentally
4.	surprise	11.	candidate	18.	sophomore
5.	athletics	12.	equipment	19.	quiet
6.	disastrous	13.	recognize	20.	mischievous
7.	government	14.	business		

SPELLING RULES

5. *Learn a few helpful spelling rules.* Although some spelling rules are hopelessly complicated, a few are simple enough and important enough to justify the effort required to master them. Study the following rules and apply them whenever possible in your writing.

***ie* and ei**

A. Write *ie* when the sound **is *e*, except after *c*.**

EXAMPLES

believe, thief, fierce

ceiling, receive; deceive

EXCEPTIONS seize, either, weird, leisure, neither

Write *ei* when the sound is not *e*, especially when the sound is *a*.

EXAMPLES freight, neighbor, weigh, height

EXCEPTIONS friend, mischief

EXERCISE 2,

Spelling *ie* and *ei* Words.

Write the following words, supplying the missing letters *(e* and i) in the correct order. Be able to explain how the rule applies to each.

1. for...gn	6. n...ce	11. sl...gh	16. w...rd
2. br...f	7. c...ling	12. ach...ve	17. rec...pt
3. rel...ve	8. gr...f	13. handkerch...f	18. bel...f
4. conc...ve	9. p...ce	14. perc...ve	19. f...nd
5. v...l	10. retr...ve	15. s...ge	20. l...sure

-cede, -ceed, and -sede

b. Only **one** English **word ends in *-sede:*** *supersede;* **only** three words **end in *-ceed:*** *exceed,* ***proceed, succeed;*** all other words **of similar sound end in -*cede.***

EXAMPLES

precede, recede, secede, accede, concede

Adding Prefixes

A *prefix* is one or more than one letter or syllable added to the beginning of a word to change its meaning.

c. **When a prefix is added to a word, the spelling of the word itself remains the same,**

il + legal = illegal
in + elegant = inelegant
im + movable = immovable
un + necessary = unnecessary
a + moral = amoral
mis + spell = misspell
re + commend = recommend
over + run = overrun

Adding Suffixes

A *suffix* is one or more than one letter or syllable added to the end of a word to change its meaning.

d. When the suffixes *-ness* and *-ly* are added to a word, the spelling of the word itself is not changed.

EXAMPLES

mean + ness = meanness
final + ly == finally:

EXCEPTIONS

Words ending in *y* usually change the *y* to *I* before *-ness* and *-ly:* ready—readily; heavy—heaviness; happy—happiness. One-syllable adjectives ending in *y,* however, generally follow Rule 32d: dry—dryness; shy—shyly.

EXERCISE 3,

Spelling Words WITH Prefixes and Suffixes.

Spell correctly the words indicated.

1. *rate* with the prefix *over*
2. *habitual* with the suffix *ly*
3. *green* with the suffix *ness*
4. *material* with the prefix *im*
5. *appoint* with the prefix *dis*
6. apprehend with the, prefix mis
7. practical with the suffix ly
8. *abated* with the prefix *un*

9. *natural* with the prefix *un*

10. *stubborn* with the suffix *ness*

11. *legible with the prefix il*

12. *appropriate with the prefix in*

13. *appear with the prefix dis*

14. *movable with the prefix im*

15. *construct with the prefix re*

16. *animate with the prefix in*

17. *similar with the prefix dis*

18. *keen with the suffix ness*

19. *avoidable with the prefix un*

20. *merry with the suffix ly*

e. Drop the final e before a suffix beginning with a vowel.

EXAMPLES

care + ing = caring   use + able = **usable**

EXCEPTIONS

Keep the final *e* before *a* or *o* if necessary to retain the soft sound of *c* or *g* preceding the *e:* noticeable, courageous

f. Keep the final *e* before a suffix beginning with a consonant.

EXAMPLES

care + ful = careful   care + less = careless

EXCEPTIONS

true + ly = truly argue + ment = **argument** acknowledge + ment = acknowledgment [more usual spelling]

g. **with words ending in *y* preceded by a consonant, change the *y* to *I* before any suffix not beginning with *i***

EXAMPLES

funny — funnier; hurry — hurried; hurry — hurrying

h. **Double the final consonant before a suffix that begins with a vowel if both of the following conditions exist: (1) the word has only one syllable or is accented on the last syllable; (2) the word ends in a single consonant preceded by a single vowel.**

EXAMPLES

plan + ing = planning [one-syllable word]

forget + ing = forgetting [accent on last syllable; single consonant and single vowel]

cancel + ed = canceled [accent not on last syllable]

prefer + able = preferable [accent shifts; not on last syllable]

EXERCISE 4,

Spelling Words with Suffixes.

Write correctly the words formed as follows:

1. defer + ed	8. profit + ing	15. true + ly
2. defer + ence	9. write + ing	16. run + ing
3. hope + ing	10. propel + ing	17. singe + ing
4. approve + al	11. desire + able	18. fame + ous
5. benefit + ed	12. control + ed	19. name + less
6. nine + ty	13. hope + less	20. red + est
7. prepare + ing	14. move + ing	

The Plural of Nouns

i. Observe the rules for spelling the plural of nouns.

(1) The regular way to form the plural of a noun is to add s.

EXAMPLES

chair, chairs book, books

(2) The plural of some nouns is formed by adding *es*.

The *e* represents the extra sound heard when *-s* is added to words ending in *s, sh, ch,* and *x.*

EXAMPLES

dress, dresses birch, birches
box, boxes bush, bushes

(3) The plural of nouns ending in *y preceded by a consonant* is formed by changing the *y* to : and adding *es*.

EXAMPLES

fly, flies enemy, enemies
lady, ladies

(4) The plural of nouns ending in *y preceded by a vowel* is formed by adding an *s*.

EXAMPLES

monkey, monkeys
donkey, donkeys

(5) The plural of most nouns ending in *f or fe* is formed by adding *s*. The plural of some nouns ending in *f or fe* is formed by changing the *f* to *v* and adding s or *es*.

EXAMPLES

Add *s:* roof, roofs dwarf, dwarfs chief, chiefs
Change *f* to v and add s or *es:*
knife, knives calf, calves
loaf, loaves wharf, wharves

(6) The plural of nouns ending in *o preceded by a vowel* is formed by adding *s*. The plural of nouns ending in *o preceded by a consonant* is formed by adding either s or *es*.

EXAMPLES

o following a vowel:
rodeo, rodeos radio, radios
o following a consonant:
hero, heroes potato, potatoes
mosquito, mosquitoes

EXCEPTIONS

Words of Italian origin ending in *o* that refer to music form the plural by adding *s:* piano, pianos; soprano, sopranos; solo, solos.

(7) The plural of a few nouns is formed by irregular methods.

EXAMPLES

child, children   mouse, mice   ox, oxen
woman, women   tooth, teeth   goose, geese

(8) The plural of compound nouns written as one word is formed by adding s or *es*.

EXAMPLES

cupful, cupfuls
leftover, leftovers
strongbox, strongboxes

(9) The plural of compound nouns consisting of a noun plus a modifier is formed by making the noun plural.

In the following examples, the phrases *in-law* and *of-war* and the adjectives *martial, general,* and *by* are all modifiers. It is the nouns modified by them that are made plural.

EXAMPLES

mother-in-law, mothers-in-law

man-of-war, men-of-war

court martial, courts martial

secretary-general, secretaries-general

passer-by, passers-by

(10) The plural of a few compound nouns is formed irregularly.

EXAMPLES

drive-in, drive-ins
tie-up, tie-ups
six-year-old, six-year-olds

(11) Some nouns are the same in the singular and the plural.

EXAMPLES

sheep, deer, trout, species, Chinese

(12) The plural of some foreign words is formed as in the original language.

EXAMPLES

alumnus (man), alumni (men)
alumna *(woman),* alumnae *(women)*
datum, data
crisis, crises

(13) The plural of other foreign words may be formed either as in the foreign language or by adding *s* or *es*.

EXAMPLES

index, indices *or* indexes
appendix, appendices *or* appendixes

☞ NOTE In certain words the English plural is the preferred one; for example, *formulas* not *formulae*. Whenever there is any doubt about which plural to use, consult the dictionary.

(14) The plural of numbers, letters, signs, and words considered as words is formed by adding an apostrophe and an s.

EXAMPLES

If you think there are ten 5’s in that column, you’d better count again.
There are two 5’s in *necessary.*
My last paper was full of O’s, not +’s.
Don’t use too many I's in writing your paper.

EXERCISE 5.

Writing the Plural Form of Nouns.

Write the plural form of each of the following nouns. Be able to explain your spelling on the basis of the rules.

1. candy
2. sheep
3. piano
4. valley
5. alumnus
6. cameo
7. torch
8. chief
9. tomato
10. gas
11. fly
12. alto
13. brother-in-law
14. shelf
15. bench
16. editor in chief
17. spoonful
18. hero
19. knife
20. goose

EXERCISE 6.

Explaining the Spellings of Words.

By referring to the rules on the preceding pages, explain the spelling of each of the following:

1.misstate	5. alumnae	9.roofs
2. stubbornness	6.leisure	10.weigh
3.peaceable	7.occurred	
4.ladies	8.writing e dropped)	

WORDS THAT SOUND ALIKE

6. *Learn to distinguish between homonyms, words that sound alike*

These words present problems because they sound alike but have different meanings and different spellings. You probably have had trouble distinguishing between *principle* and *principal, capital* and *capitol,* and other such pairs. Most of the paired words in the following lists sound alike. Some pairs, however, are confused even though they are not pronounced exactly alike.

already previously

I had *already* seen the movie twice.

all ready all are ready (or wholly ready)

Give the signal when you are *all ready.*

all right [This word really does not belong in this list, but it is included here because many persons think there is a word spelled *alright,* as though *all right* did have a homonym. There

is no word *alright.* The correct spelling is always *all right.]*

altar a table or stand in a church or a place for outdoor offerings The priest was standing beside the altar.

alter to change

If we are late, we will *alter* our plans.

altogether *entirely*

She doesn't *altogether* approve of me.

all together everyone in the same place

We were *all together* at Christmas.

born *given birth*

When were you *born?*

borne *carried*

He has *borne* his hardships bravely.

brake device to stop a machine

A defective *brake* caused the accident.

break to fracture, shatter

Try not to *break* any dishes.

capital city; money or property; also, as an adjective, punishable by *death* or *of major importance*

Washington is the *capital* of this country.

Killing a police officer is a *capital* offense.

That is a *capital* idea.

capitol building

The *capitol* faces a park.

cloths pieces of cloth
Try the new cleaning *cloths.*

clothes wearing apparel
Her *clothes* are expensive.

EXERCISE 7.

Selecting Correct Spelling Words to Complete Sentences.

Number your paper 1-10. Write after the proper number the correct one of the words given in parentheses in the sentences below. :

1. Mother was (all together, altogether) too surprised to protest.
2. Events have (born, borne) out my predictions.
3. If you (brake, break) a window, you will pay for it.
4. When you are (already, all ready) I will help you.
5. Was her work (alright, all right)?
6. We polished the car with (cloths, clothes).
7. We will (altar, alter) the building to suit tenants.
8. The dome on the (capital, capitol) is illuminated at night.
9. The club members were (all together, altogether) only once.
10. When did the Supreme Court rule on (capital, capitol) punishment?

coarse — *rough, crude*
He wore a suit of *coarse* cloth and used *coarse* language.

course — path of action; part of a meal; a series of studies
The golf *course* is outside of town.
Soup was the first *course.*
I am taking a *course* in cooking.

Complement — something that completes or makes perfect
The complement of 50° is 40°. [completes a 90° angle]
His part of the job complements mine. [Together they complete the job.]

compliment — a remark that says something good about a person; to say something good
I am pleased by your *compliment.*
She *complimented* me on my backhand.

consul — representative of a foreign country
The American *consul* in Quito helped us during our visit.

council, councilor — a group called together to accomplish a job; a member of such a group is a *councilor*
The *council* met to welcome a new *councilor.*

counsel, counselor — advice; the giving of advice; one who gives advice is a counselor
I accepted the wise counsel of my counselor.

desert	a dry region
	We flew across the *desert.*
Desert	to leave
	She *deserted* her friends in their time of need.
dessert	the final course of a meal
	The *dessert* was ice cream.
formally	conventionally or properly, according to strict rules
	She spoke formally and with great dignity.
formerly	in the past, previously
	I was *formerly* a member of that club.
its	[possessive]
	The village is proud of *its* school.
it's	*it is*
	It's a long way.
later	*more late*
	We will arrive *later.*
latter	*the second of two*
	When given the choice of an apple or an orange I chose the *latter.* .
lead	[present tense] *to go first*
	You *lead* and we will follow.
led	[past tense]
	She *led* the team to victory.

lead [pronounced **led]** a *heavy metal,* also *graphite in a pencil*

The industrial uses of *lead* are many.

EXERCISE 8.

Selecting Correct Spelling Words to Complete Sentences.

Number your paper 1-10. Write after the proper number the correct one of the words given in parentheses in the sentences.

1. Our (consul, counsel) in Romania has returned to Washington.
2. I enjoyed the dinner but not the (dessert, desert).
3. Avoid (course, coarse) language.
4. I do not enjoy parties conducted as (formally, formerly) as this one.
5. We are not sure which (course, coarse) to follow.
6. Are you sure (its, it's) not too late?
7. I spent five summers working as a camp (councilor, counselor).
8. I spoke to the mayor and the superintendent; the (later, latter) was more helpful.
9. Albert (lead, led) the team to a championship.
10. These shoes (complement, compliment) my blue dress.

loose *free, not close together*

The animals broke *loose.*

They stumbled in the *loose* sand.

lose [pronounced **looz]** *to suffer loss*

When did you *lose* your books?

miner worker in a mine

A *miner's* job is sometimes dangerous.

minor under legal age; less important

A *minor* cannot marry without a parent's or guardian's consent.

They raised only *minor* objections.

moral good; also a lesson of conduct

His good conduct showed him to be a *moral* person.

The class understood the *moral* of the story.

morale mental condition, spirit

The *morale* in our school is excellent.

passed verb

The Fiat *passed* me at the finish line.

past noun or adjective or preposition

Some persons prefer to live in the *past* (n.) because *past* (adj.) events seem more interesting than present ones. I went *past* (prep.) your house without realizing it.

peace opposite of strife

Everyone prefers *peace* to war.

piece a part of something

They ate every *piece* of cake.

personal individual

He gave his *personal* opinion.

personnel a group of people employed in the same place

The *personnel* of the company ranged in age from 16 to 64.

plain not fancy; also a flat area of land; also clear

She lives in a *very plain* home.

We crossed the *plains* in two days.

Our problem is *plain.*

plane a flat surface; also a tool; also an airplane

Plane geometry is a study of imaginary flat surfaces.

The carpenter used a *plane.*

A plane circled the airport.

principal head of a school; also the main one of several things

They went to the *principal's* office.

The *principal* cause of accidents is carelessness.

principle a *rule of conduct;* also *a main fact* or *law*

The judge accused the criminal of having no *principles.*

She understands the *principles* of mathematics.

quiet *still, silent*

A study hall should be *quiet.*

quite completely, wholly; also to a great extent or degree I had quite forgotten her advice. Angela is quite tall.

EXERCISE 9,

Selecting Correct Spelling Words to Complete Sentences.

Number your paper 1-10. Write after the proper number the correct one of the words given in parentheses in the sentences that follow.

1. All three nations signed a (peace, piece) treaty.
2. Do these printed instructions seem (plain, plane) to you?
3. This store's sales (personal, personnel) are very helpful.
4. The (principal, principle) of solar energy is easy to understand.
5. If you (loose, lose) your concentration, you might (loose, lose) the tennis match.
6. Can you tell the (principal, principle) parts of the verb "to shrink"?
7. Students should remain (quiet, quite) during a study period.
8. Does every fable have a (moral, morale)?
9. On my way to school I always walk (passed, past) the bakery.
10. If you can vote, you are officially no longer a (miner, minor).

stationary	in a fixed position The classroom desks are *stationary.*
stationery	*writing paper* I received three boxes of *stationery* at Christmas.
than	conjunction I am stronger *than* she.
then	adverb meaning *at the time* Wear a green hat; *then* I'll recognize you.
there	*a place;* also used as an expletive We were *there* at two o'clock. *There* were four of us.
their	[possessive] The pupils bring *their* own lunches.
they're	they are *They're* going with us.
to	a preposition or part of the infinitive form of a verb Give the book *to* me, please. We will have *to* leave early.
too	adverb meaning also or *too much* George is a sophomore, *too.* It is *too* late to go now.
two	one plus one

We had only *two* dollars.

waist	middle part of the body She wore a wide belt around her *waist.*
waste	*unused material;* also to *squander* Pollution can be caused by industrial *wastes.* Don't *waste* your time.
who's	who is, who has Who's coming? Who's been here?
whose	[possessive] *Whose* coat is this?
your	[possessive] Is this *your* coat?
you're	you are *You're* a true friend.

EXERCISE 10,

Selecting Correct Spelling Words to Complete Sentences.

Number your paper 1-10. Write after the proper number the correct one of the words given in parentheses in the following sentences:

1. They had neglected to lock (there, their) lockers. -
2. I wanted to go to camp, (to, two, too).
3. Tie the rope around your (waist, waste).

4. The platform, we discovered when we tried to move it, was (stationary, stationery).
5. No one could remember (whose, who's) name had been drawn first.
6. As soon as (their, they're) printed, we will ship the books.
7. Write-your letters on business (stationary, stationery).
8. (Your, You're) lucky to have such a good job.
9. I cannot do any more (then, than) I have done.
10. I was surprised at (you're, your) taking that attitude.

REVIEW EXERCISE. Selecting Correct Spelling Words to Complete Sentences.

Number your paper 1-25. After the proper number, write the correct one of the words in parentheses in the following sentences:

1. Columbia is the (capital, capitol) of South Carolina.
2. Have you discussed this problem with your guidance (councilor, counselor)?
3. The vegetation in the (dessert, desert) surprised us.
4. Mrs. Crane (formally, formerly) taught here.
5. Every nation must conserve (its, it's) resources.
6. My companion (lead, led) me down a dark passage.
7. We were (all ready, already) to start before dawn.
8. Try not to (lose, loose) your keys.
9. Success is the best (moral, morale) builder.

10. The new (altar, alter) is made of white marble.
11. I have read Murdoch and Spark, and I prefer the (later, latter).
12. (Its, It's) time to think about getting a job.
13. There was (all together, altogether) no truth in the report.
14. Members of the (counsel, council) are elected annually.
15. (Course, Coarse) wood absorbs more paint than fine-grained wood.
16. My red tie (complements, compliments) my blue suit.
17. Jack (past, passed) the ball to Joe.
18. When you are (all together, altogether), I'll take a group picture.
19. The mission was completed with no loss of (personal, personnel).
20. We prefer (stationary, stationery) seats in our classrooms.
21. There's a student (whose, who's) going to succeed.
22. His act was not outstanding, but it was (alright, all right).
23. The (principals, principles) of democracy are admired.
24. Do you know (they're, their, there) new address?
25. Mrs. Starkey gave our play (complimentary, complementary) re—views.

COMMONLY MISSPELLED WORDS

7. *Learn lists of commonly misspelled words.* Frequent short spelling tests are an effective means of fixing correct spellings in your mind. On the following pages you will find a list of 300 commonly misspelled words. Taking no more than twenty at a time, have these words dictated to you. Study the ones you miss and record them in your list of spelling errors. When you have studied them (divided them into syllables and practiced writing each word several times), write them again from dictation. Spelling tests should be written, not oral.

Three Hundred Spelling Words[3]

abundant
academically
accelerator
accessible
accidentally
acclimated
accommodation
accompaniment
accomplishment
accuracy

acknowledge
acquaintance
adequately
admission
admittance

apparatus
apparent
arousing
arrangement
atheistic

attendance
awfully
ballet
bankruptcy
barbarian
basketball
beggar
behavior
beneficial
bibliography

carburetor
caricature
catalog
catastrophe
cellar
cemetery
changeable
chassis
Christianity
circumstantial

colossal
communist
comparative
competition
complexion

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[3] The list does not include the homonyms listed.

adolescent
advantageous
aerial
allege
allegiance

alliance
allotting
annihilate
anonymous
apologetically
decadent
deceitful
deference
descendant
desirable

despair
detrimental
devastation
devise
dilemma
diligence
disastrous
disciple
discrimination
diseased

dissatisfied
division
ecstasy

biscuit
blasphemy
boulevard
bracelet
buffet
bureaucrat
burial
calculation
camouflage
capitalism
expensive
exuberant
familiarize

fascination
fascism
feminine
financier
fission

forfeit
fulfill
fundamentally
gaiety
galaxy

gauge
grammatically
guidance
harassment

conceivable
connoisseur
conscientious
consciousness
consistency

controlling
controversy
cruelty
curriculum
debacle
ingenious
initiative
innocent

inoculate
institution
intellectual
interference
irrelevant
irresistible
kerosene
laborious
larynx
leisurely

license
liquor
livelihood
luxurious
magistrate

efficiency
embarrassment
emperor
emphasize
endeavor
enormous
entertainment
enthusiastically
entrance
environment
espionage
exhaustion
exhibition
exhilaration

hereditary
hindrance
horizontal
hospital
hygiene
hypocrisy

ideally
idiomatic
incidentally
independent
indispensable
inevitable
influential

magnificence
maintenance
malicious
manageable
maneuver

marriageable
martyrdom
materialism
meadow
mediocre
melancholy
melodious
metaphor

miniature
mischievous

misspelled
mortgage
mosquito
municipal
mysterious
naive
necessity
neurotic
noticeable
novelist

nucleus
nuisance

penicillin
perceive
permanent

permissible
persistent
perspiration
phenomenon
physician
picnicking
playwright
pneumonia
politician
precede

presence

referred
rehearsal
relieve

reminiscent
remittance
representative
resources
responsibility
reveal
safety
seize
separation
sergeant

siege

nutritious
obedience
occasionally
occurrence
omitting
opportunity
orchestra
outrageous

pageant
pamphlet
paralysis
parliament
pastime

peasant
pedestal
symmetrical
symphonic
synonymous

tariff
temperament
temperature
tendency
theoretical

tolerance
tomorrow
tortoise
traffic

prestige
presumption
prevalent
privilege
procedure
propaganda
propagate
prophesy
prove

psychoanalysis
pursue
quietly
rebellion
receive
recommendation
reference
vaudeville
vehicle
vengeance
versatile
vigilance

villain
vinegar
visage
welcome
whisper
whistle
withhold
yacht

significance
souvenir
specimen
sponsor
statistics
strategic
stubbornness
succeed
succession

summed
superintendent
supersede
suppress
surroundings
susceptible
symbolic

tragedy

transcend
transparent
tried
twelfth
tyranny
undoubtedly
universal
unmistakable
unnatural
unnecessary

unscrupulous
vaccine
vacuum
valedictory
variation

yawn
yield